

Research on the Collaborative Education of Higher Vocational College Students' Professional Ethics Education

——Take Anyang Preschool Education College as an Example

DongshengZhao¹, QiaoyuGe^{2,*}, XiaoguangDu³

¹Anyang Preschool Education College, Anyang, Henan, 456150, China

²Guangdong Medical University, Dongguan, Guangdong, 523808, China

³Anyang Vocational and Technical College, Anyang, Henan, 455000, China

*Corresponding author: Qiaoyu Ge

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Professional ethics education, which can improve the professional identity and loyalty of practitioners, is the core content of higher vocational personnel training; the integration between industry and education can strengthen the connection between pre service and post service, which is an important way for higher vocational colleges to strengthen vocational college students' professional ethics education; practice oriented professional learning can ensure the combination of theory and practice, and improve students' professional quality The basic content of specialty construction and the educational mode of integration of theory and practice are the important guarantee for the effectiveness of higher vocational education. In this paper, the author of preschool education vocational school as an example, to strengthen vocational college students' professional ethics education background, strategy, content and other aspects summarized some recent exploration results, hoping to be able to give some enlightenment to the talent training work of higher vocational colleges.

Keywords:Preschool education normal college, teacher's morality growth.

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I. ASSESS THE SITUATION CAREFULLY, STUDY THE DEVELOPMENT OF THE INDUSTRY AND THE EMPLOYMENT SITUATION OF GRADUATES

Higher vocational colleges have gradually developed from the original vocational secondary school or technical school, and the scale has grown from small to large. With the context of China's economic and social development, it has gone

through a period of start, development and glory. At present, under the background of the new technological revolution, both disciplines and the quality of personnel training are facing new opportunities and challenges. The original "enrollment decides survival" has become "employment is king". The original "You learn what I teach you" has become "I teach what society needs". In such a situation, higher vocational

colleges must assess the situation, seriously study the development trend of the industry, promote the cultivation of professional ethics of higher vocational college students, and improve the comprehensive quality and employability of graduates. Since the release of the national medium and long term education reform and development plan (2010-2020), the state has launched ten major pilot tasks and 425 pilot projects of education system reform. Among them, vocational education has undertaken 48 pilot projects in six aspects. The collaborative innovation network of vocational education reform has been constructed step by step, "full practice teaching" and "order training" based on employment orientation. The nursing system has been gradually deepened. See in table 1 and table 2.

Table 1. Pilot project area

Area	Quantity (piece)	Proportion(%)
Northeast	21	43.75
Central Region	10	20.83
Western Region	17	35.42

Table 2. Reform contents and objectives of Pilot Universities

Content and purpose	Quantity (piece)	Proportion(%)
Innovation of vocational education system	12	25
Innovation of school running mode	13	27.08
Comprehensive reform	17	35.42
Other special reforms	6	12.50

Source: Xing Hui "deep water exploration of vocational education reform, Beijing Xueyuan publishing house, 2017.

For an example of preschool education, since the 1980s, especially since the beginning of the new century, China's preschool education has been widely valued by the state and society. Both the quantity and quality have been developed rapidly, which greatly meets the educational needs of the people. However, there are still some problems to be solved in the field of early childhood education, especially the new teachers' adaptation and employment guidance. In recent years, more than half of the injury accidents in kindergartens have occurred in the group of new teachers who have been employed for less than three years. From this, it can be traced back to the employment and entrepreneurship guidance work of higher vocational colleges. How to improve the professional quality and professional loyalty of graduates has become a very realistic topic in the current preschool education vocational colleges. We start from strengthening the professional ethics education of kindergarten teachers and students, through promoting the growth of their professional ethics and improving their sense of responsibility, we have achieved certain results.

II. THE IMPLEMENTATION OF MORAL EDUCATION, GRASP THE CORE OF HIGHER VOCATIONAL EDUCATION PERSONNEL TRAINING.

From the reality, many schools attach great importance to the employment guidance of graduates, but employment guidance involves almost all aspects of school work, and not every teacher knows what the core is. We believe that we must deal with the relationship between professional skills training and professional ethics education, and implement the concept of "cultivating morality and cultivating people". If we only pay attention to professional skills, but ignore professional ethics education, it is easy to cause graduates in practical work, it is difficult for graduates to quickly adapt to the change of role and identity from students to professionals, as well as

the transformation of tasks and responsibilities from learning to work. We can not well compare the work tasks and interpersonal conflicts in campus life, which are much more complex, and the gradual accumulation of these practical contradictions will show at present, psychological pressure and emotional anxiety lead to vocational college graduates' adjustment barriers. Some studies have shown that, although employers are basically satisfied with the overall professional quality of university graduates, the scores of items related to professional attitude and professionalism such as "experiencing setbacks", "loyalty to the unit" and "sense of social responsibility" are lower. "The workplace environment is more complex than the campus environment, and there are more boundless and uncertain problems, The influencing factors and evaluation criteria of success are also more diversified. University teachers should help students correctly understand the difficulties and setbacks encountered, enhance their wisdom in solving problems, and have a long-term commitment to their units. "

For an example of the preschool education major, if preschool education pays attention to the professional ethics education of preschool teachers and students, it can better guide preschool teachers and students to establish a positive professional attitude and professional awareness, and help them better deal with all kinds of interpersonal relationships in their professional life, such as individual and society, individual and occupation, individual and children's parents, so as to better solve the problems This is a kind of confusion. Teachers' ethics is the sum of moral principles and norms that teachers should follow in the process of educational work. It stipulates morally what kind of thinking, emotion, attitude, behavior and style of work teachers should adopt in the process of education to deal with people, deal with problems, do a good job, and do their duty for the society."Therefore, we propose to promote the moral growth of preschool teachers and students

and improve the employability of graduates through the pre service and post service integration mode of "School Park" cooperation. In the past two years, we have made a series of beneficial attempts.

III. PROMOTING THE INTEGRATION BETWEEN INDUSTRY AND EDUCATION, AND IMPROVE THE QUALITY OF PERSONNEL TRAINING.

The integration between industry and education is an important way to improve the actual effect of employment guidance in Higher Vocational Colleges under the new situation. The report of the 19th National Congress of the Communist Party of China clearly put forward: "we should improve the vocational education and training system, deepen the integration between industry and education, and school enterprise cooperation.". In the form of school enterprise cooperation, the essence of the integration between industry and education is a new talent training mode advocated by the state to meet the needs of economic development under the new normal of social development in China. It can make higher vocational colleges and employers realize the complementarity and integration of human, material, intellectual, financial and other aspects, and connect the pre service and post service stages of two education links to complete the new the task of training applied and compound talents of type I. In 2014, after the Ministry of Education issued the opinions on carrying out the pilot work of modern apprenticeship, 165 units were selected to carry out the first batch of "modern apprenticeship" pilot projects, including 100 higher vocational colleges, accounting for 60.61%.

These pilot universities have also obtained support from many aspects, integrating various resources and trying to build an integrated collaborative education mechanism.

As far as our preschool education major is concerned, "integration between industry and education" refers to the integration of kindergarten

and other preschool education institutions and preschool teachers' colleges, and "school enterprise cooperation" is the integrated cooperation of "school · kindergarten", to jointly explore the professional ethics education and education mode of Preschool Teachers and students in higher vocational colleges. In the current practice of normal education, there is a practical problem of disconnection between pre service and post service to a certain extent. In the pre service training, normal students often see theory but not practice, and the learning content is empty. However, due to the lack of practical experience, they have no way to deal with parents and children, and are very afraid of "living".

From the specific operation, on the one hand, invite the front-line excellent kindergarten teachers of employers to intervene in the pre service training, explore the employment guidance mode of pre service preschool education specialty, and improve the effectiveness of pre service training of preschool education major. We have selected a number of senior kindergarten directors and teachers to enter the classroom of higher vocational education. Based on our working experience and professional development experience for many years, we have provided professional training and employment guidance for preschool teachers and students, especially in the aspects of professional identity and professional value, etc., to actively guide the pre service kindergarten teachers and students, help them establish correct professional outlook and values, and correctly plan their own vocational students The end. On the other hand, we also help the new teachers adapt to the kindergarten work as soon as possible through the joint guidance of teachers and kindergartens in higher vocational colleges. At the initial stage of employment, the new teachers face the most practical difficulties and challenges, the most intense psychological conflicts and the most critical period of career development. Higher vocational teachers have a better understanding of students, and students have a high

trust in teachers Vocational teachers are familiar with the situation of each kindergarten. They can help students solve their puzzles and solve problems in their work, so as to experience the sense of achievement and value in work as soon as possible, and strengthen their professional belief.

IV. ADHERE TO THE INTEGRATION OF THEORY AND PRACTICE, AND STRENGTHEN STUDENTS' COMPREHENSIVE PROFESSIONAL QUALITY.

The biggest advantage of school enterprise cooperation is that it can allow enterprises to participate in pre service training in advance, bring the latest career development trends and the most urgently needed personnel training specifications to students, realize the output orientation, enhance the pertinence of higher vocational education and the practicality of students' learning. With the intervention of enterprise front-line personnel, the classroom in Colleges and universities has realized the integration of theory and practice, which has completely changed the situation of the separation of theoretical teaching and practical teaching.

We explore a new way to improve the quality of pre service education in normal universities through the integration of pre service and post service of "School Park" cooperation. Although preschool education major in higher vocational colleges is an important way to cultivate kindergarten teachers, a considerable number of graduates do not want to go to kindergartens when they enter the job. Even though the enrollment rate is high at the beginning of graduation, the turnover rate is also high after two or three years. This phenomenon is common in many places. In recent years, in order to promote the healthy development of preschool education, the state has issued a series of policies and measures, such as "some opinions of the State Council on the current development of preschool education", and "the CPC Central Committee Some opinions of the State Council on deepening the

reform and standardized development of preschool education”, and “the guide for learning and development of 3-6-year-old children”, etc. but the

implementation of these policies should be reflected in Teachers' education and teaching behavior.

Table 3: Micro curriculum system of integration of theory and Practice for preschool education major

Table 3.12 modules and 43 courses in six categories

Number	Categories and course modules		Quantity		Proportion(%)
1	Occupation identification	Professional knowledge	4	7	16.28
		Feelings of preschool education	3		
2	Policies and regulations		3		6.98
3	Comprehensive accomplishment	Research on preschool education theory	4	8	18.60
		Health, health, safety	4		
4	The Art of Teaching	One day process	3	10	23.26
		Regional activities	4		
		Class management	3		
5	Practical skills	Design and organization	3	11	25.58
		Language skills	4		
		Making teaching aids	4		
6	Entry preparation		4		9.30

After entering the pre service classroom, our kindergarten practice teachers innovate the contents and methods of teacher education through various forms of activities, so as to help students enhance their perceptual experience and cultivate professional self-confidence. In the pre service stage, it lays the foundation for the individual teacher's moral quality and professional quality, and enhances the professional consciousness of pre service kindergarten teachers and students; in the post service stage, it helps new teachers correctly treat many subjective and objective contradictions at the initial stage of employment, overcome

psychological anxiety, and adapt to the professional requirements of kindergartens as soon as possible. In the professional practice, the teachers' moral awareness and professional quality ability are improved simultaneously, which promotes the growth of teachers' ethics, and makes the kindergarten and the individual teachers make common progress and development.

V. INNOVATING THE EDUCATION MODE AND GUIDE THE TALENT TRAINING MODE WITH OUTPUT ORIENTATION.

The success or failure of vocational education ultimately depends on the recognition of talent market. The employment rate of graduates is the lifeline of higher vocational colleges. Only by adhering to the output orientation and cultivating the qualified talents that the society and the market really need, can we make our graduates develop well and make our schools and majors in an invincible position in the fierce educational competition.

In the whole process of personnel training, our school adheres to the output oriented guidance and combines with the requirements of normal professional certification to explore the pre service and post service cooperative education mode of "Integration of school and garden", so as to enhance students' professional awareness and employability. In the pre service professional courses of kindergarten teachers and students, the main learning contents are various preschool education theories and skills, less involved in other factors and interpersonal relationships in professional life, such as salary, social evaluation, co-operation with colleagues, team cooperation, etc. However, these professional relationships need them to face and coordinate immediately after entering the job, which inevitably leads to psychological, ability and even life discomfort and embarrassment. We pay great attention to let the students understand these relations in the professional life when conducting the induction guidance. Through the "School Kindergarten" cooperation mechanism, we combine the theoretical principles with the specific work practice of the kindergarten, so that students can correctly view all kinds of contradictions and conflicts after entering the job, and learn to deal with some problems in the actual work of kindergarten.

First, having a comprehensive understanding of kindergarten work and promote professional identity. In the professional ethics education, we ask the kindergarten front-line teachers to speak for

themselves, so that students can realize that the kindergarten work, in addition to organizing educational activities and playing games with children, also includes various important contents, such as environmental creation, care, safety, health, kindergarten construction and parent work, which are essential to ensure the healthy development of children. With some successful cases to dispel the concerns of students, let them form a correct understanding of kindergarten.

Second, comprehensively improve professional ability and enhance employment confidence. In the pre service training, on the one hand, we can improve the theoretical literacy and practical ability of students by means of in-school theoretical courses, practical courses and skill courses. On the other hand, we also rely on the kindergarten practice experts from the front line to provide students with more practical professional guidance courses or activities to help students form a more comprehensive theoretical basis and professional skills and provide endogenous for post service development. Motivation, enhance professional confidence.

Third, strengthening positive work experience and feel professional happiness. For the new graduates, we will work with kindergarten teachers to regularly follow up and guide them, help them solve practical difficulties, analyze the root causes of problems, find solutions, gradually establish professional self-confidence, gradually feel the sense of achievement, self-worth and happiness of preschool education, and become qualified kindergarten teachers.

VI. CONCLUSION

Under the new situation, the integration of production and education and school enterprise cooperation is a new way for higher vocational colleges to promote the cultivation of students' professional ethics. Through the mode of "integration of school and kindergarten", we not

only strengthen the professional training before service, promote the moral growth of teachers and students, but also help them to get through the induction period, provide a good start for career development, and solve the problem of kindergarten teacher management. Some problems in theory. We hope that these explorations can help similar higher vocational colleges to further innovate educational management thinking and improve the quality of personnel training in the work of vocational ethics education and personnel training of higher vocational college students.

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