

Original Paper

Teaching of Preschool Education in Private Universities under the Background of Professional Certification Research on Quality Control System—Take Xi'an Fan Yi University as an Example

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Abstract

The certification of normal school majors plays an important role in promoting the reform of college education and teaching. The teaching quality monitoring system should be optimized in accordance with the professional certification standards and follow the concept of professional certification. At present, the internal monitoring system of undergraduate teaching quality in normal education lacks the accuracy of the main teaching quality, the imbalance of quality monitoring, blind area in the monitoring process, lagging information feedback mechanism of teaching quality monitoring, and

insufficient continuous improvement. Accordingly, optimization suggestions are proposed from the overall framework, objectives and system, process and evaluation, and continuous improvement: scientific planning, optimizing the overall framework of teaching quality monitoring system; require the certification standards, clarify the quality objectives and improve the monitoring system; improve the teaching quality monitoring process and evaluation; implement continuous improvement to ensure the steady improvement of teaching quality.

Keywords

Professional certification, private-run university, preschool education major, teaching quality monitoring system

1. Introduction

Teacher quality determines the quality of education. High-quality preschool education talents are the urgent need of the development of The Times. In 2019, the Ministry of Education's Opinions on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training proposed to comprehensively promote the construction of quality culture, improve the professional certification system, and improve the evaluation and guarantee system of internal teaching quality in colleges and universities. To some extent, the teaching quality level reflects the quality level of talent training in colleges and universities, and the teaching quality monitoring system is the practical guarantee for the improvement of the teaching quality level. Under the current situation, in order to improve the cultivation effect of preschool education professionals, private colleges and universities must take professional certification as the starting point, improve and optimize the teaching quality monitoring system with the characteristics of preschool education talents training in Shaanxi Province, and effectively give full play to their guiding role in professional teaching activities and teaching management. Based on the professional certification standards, the focus of this research is to explore the construction of the teaching quality monitoring system of preschool education majors in private universities, and to improve the quality of education and teaching and the quality of talent training.

2. The Concept Definition of Teaching Quality Monitoring System for Preschool Education Majors

2.1 Professional Accreditation

“Certification” is to prove that the products, technical achievements and other conformity assessment to reach a certain quality standard. Professional certification (specialized/professional programmatic accreditation) refers to the evaluation of a major subject to a certain school according to certain standards, and the purpose is to investigate whether the major meets its pre-set standards, so as to ensure the quality of talents entering the relevant industries. Professional certification is an important part of external quality assurance in higher education, which is characterized by the continuous

improvement after evaluation, rather than ending with results.

2.2 Normal School Class Professional Certification

The framework of the normal professional certification system is horizontal three categories (refers to the certification standards of secondary education, primary education and preschool education), vertical three-level progression (refers to the monitoring of the basic requirements of professional education, the certification of professional teaching quality qualification standards and the certification of professional teaching quality excellence standards). The normal professional certification of this paper refers to the preschool education professional teaching quality qualification standard (second level) certification.

2.3 Teaching Quality Monitoring System

“Supervision” refers to the monitoring of each link of teaching activities; “control” means to control the process of teaching activities in the monitoring and analysis of teaching activities. The preschool education professional monitoring system refers to the guidance of preschool teaching quality and teaching objectives, in order to realize the continuous improvement of the teaching quality, private colleges according to the measures of the teaching quality (teaching objectives, teaching process, teaching guarantee, teaching effect) management and control, according to the teaching effect feedback to the continuous improvement of the closed loop system, including monitoring target system, organization system, system, system, content system, evaluation and feedback system five subsystems.

3. Problems Existing in the Teaching Quality Monitoring of Preschool Education Major in Private Universities under the Background of Professional Certification

3.1 The Monitoring of Classroom Teaching Quality Is Easy to Become a mere Formality, and the Evaluation Results are Lack of Accuracy

First of all, according to the survey results, the classroom teaching quality of the sample colleges values the scores and ignores the reality, which leads to the one-sidedness of the evaluation results. Peer teaching evaluation is very limited, and the reference value of data is affected. Due to the limited staff of teaching supervision experts, quality control is difficult to cover the whole process of teaching, so their judgment is also limited. For example, from the perspective of student’s evaluation, through interviews with students, students are not very familiar with the evaluation process, results, treatment and influence, and the comment results are not open to students, which leads to students’ inability to correctly treat the evaluation work seriously. A junior majoring in preschool education said, “We do not know the final evaluation results, nor do we know what impact their scores will have on teachers. Sometimes, due to some of my own factors, such as difficulties in study and life, I can easily affect the objectivity of the evaluation.” Therefore, students may fill in the teaching evaluation at will when filling in, and do not take it seriously, resulting in one-sidedness of the evaluation results.

Secondly, the idea of “emphasizing results and neglecting process” makes some universities and teachers have their understanding of the teaching quality monitoring system, which leads to the lack of

science and guidance in the overall evaluation conclusion. Because evaluation results to a certain extent, and teachers' performance, some teachers may for performance to create a let students like learning atmosphere, but this may lead to classroom requirements is not strict, compliance teaching process, such as every early class, students are like, but the teaching quality will be discounted. Some teachers with strong principles will adhere to principles, strict requirements and treat teaching work meticulously, but it is easy to make some students have awe and even bored, thus affecting the results of teachers' evaluation.

3.2 The Monitoring Quality of the main Teaching Links is Unbalanced, and There are Blind Spots in the Monitoring Process

The survey found that the teaching quality monitoring in sample universities mainly focuses on students' on-campus learning activities, and lacks effective monitoring of the process of off-campus development practice, so it is difficult to ensure that graduates can achieve the expected effect of practical learning. Although the preschool education major records and keeps the basic materials of students' educational practice, it is not fully mined and used, and fails to play a role in monitoring the teaching quality in the internship stage. According to an interview with a senior student majoring in preschool education, "During the school learning stage, we often see the teachers in the classroom before class or count the number of teachers in the back of the classroom during class. In the kindergarten internship stage, divided into childcare practice and class practice. During the nursery internship, the instructor may have gone once. During the class internship, the instructor went once or twice, not much times. After the internship, I handed in a lot of homework, including the internship report, the feelings of the teachers visiting the main class, and the daily living arrangements designed by myself. We have an education practice manual, this usually by the teacher to fill in, but I personally feel this way lack of sincerity, almost all students manual comments are painless, so help our progress is not big, I hope the teacher can sit with us, face to face pointed out our problems directly, guide us to practice, this is the way to effectively improve our personal quality".

3.3 The Information Feedback Mechanism of Teaching Quality Monitoring Lags Behind, and the Continuous Improvement is Insufficient

The survey found that the academic affairs Office of the sample universities and the secondary colleges carried out a survey on the teaching quality, collected data through various system documents, and analyzed and compared various data on the information platform, so as to find the problems in the teaching process and draw conclusions and feedback to the teachers. However, this evaluation method is reflected through the summary evaluation at the end of the semester. The evaluation is based on the students' evaluation scores and the random classroom lectures of the academic Affairs Office, peers and supervisors. The document materials formed are relatively simple, and teachers cannot obtain valuable feedback information. Although some colleges and universities have established information collection and feedback mechanisms, organized and implemented activities such as students' teaching evaluation, inspection and listening, survey satisfaction, graduate information feedback, and analyzed and feedback

the results of the activities. However, the time span between the process of information collection and feedback is too large, and a benign and immediate information feedback mechanism has not yet been formed, so it is difficult to adjust the teaching activities in time according to the evaluation results.

4. Suggestions on Optimizing the Monitoring System of Teaching Quality of Preschool Education by Following the Concept of Professional Certification

4.1 Scientific Overall Planning, Optimize the Overall Framework of the Teaching Quality Monitoring System

This paper to “the student center, output orientation, continuous improvement” professional certification concept to guide the teaching quality monitoring thought, architecture the “five dimensions” preschool education undergraduate professional teaching quality monitoring system framework, according to the system theory elements divided into teaching quality monitoring target system, organization system, system, content system, evaluation and feedback system five systems (including 5 level indicators, 16 secondary indicators). It can be seen that the teaching quality monitoring system is an organic whole composed of multiple systems, and each system is interrelated and independent, so as to ensure the continuous improvement and improvement of professional teaching quality.

Preschool education majors in colleges and universities should be based on the Party’s educational policy, Comprehensively promote the implementation of the fundamental task of moral education, Guiding the idea of teaching quality monitoring with the three concepts of “student-centered, output-oriented and continuous improvement”, Introduce the total quality management theory, PDCA cycle theory and system science theory into the teaching quality management work, Reasonable allocation of teaching resources with the center of students, effective planning of courses and implementation of teaching; Guided by the students’ learning results, Against the graduation requirements, To evaluate the training quality of preschool education undergraduate professionals; Give full play to the role of the three-level teaching quality monitoring organization of the school, school and department, Teaching-related functional departments should be closely coordinated between them, Connect with each other, Establish a working mechanism with smooth information exchange, clear division of responsibilities, sustainable improvement and development, and good operation, Factors affecting teaching quality are comprehensively monitored, All-round and whole-process evaluation of the teaching of preschool education majors, Reflect in summary, improve in reflection, Comprehensively guarantee and continuously improve the quality of teaching, It provides strong support for cultivating high-quality, professional and innovative preschool teachers. At the same time, the principle of human nature, the principle of development, systematic principle, full principle and whole-process principle throughout the teaching quality monitoring process.

4.2 To the Certification Standards as the Requirements, Clear Quality Objectives and Sound Monitoring System

First of all, the teaching quality construction of normal majors in private colleges and universities should implement the party's education policy, conform to the development of The Times, compare the professional certification standards, keep up with the national and social situation, adapt to the development of preschool education industry and the development needs of normal university students, and form a relatively perfect evaluation and revision mechanism of training objectives. Secondly, further explore the professional characteristics, and through different forms and channels (such as teaching and research section seminars, entrance education, etc.), a clearer interpretation of the professional training objectives, so that students, students' parents and employers can have a more accurate understanding and grasp of the professional training and students' future development of students. Third, colleges and universities should improve the quality system by hierarchical classification and achieve the goal of service quality. Specifically, the school is mainly responsible for the top-level design and macro-control, and the organization and establishment of relevant programs and systems. Each college should follow the overall system design of the school as the fundamental principle, formulate the teaching activity plan and curriculum outline of the major, etc. In the specific implementation, it can also appropriately formulate and improve the standard rules at the operational level to ensure the implementation of the learning effect monitoring system.

4.3 Student-Oriented, Improve the Teaching Quality Monitoring Process and Evaluation

First of all, balance the theory and practice of teaching quality normal monitoring, eliminate the quality monitoring blind area. Majors should formulate a multi-dimensional evaluation system of practical teaching, establish a professional education practice management system, and strengthen the feedback and improvement mechanism of educational practice effect. Schools should also establish an incentive mechanism to encourage teachers to carry out practical teaching, and give preferential policies related to teachers' vital interests to ensure the smooth development of teachers' practical teaching work. Secondly, the channels of quality information collection and feedback should be unblocked to realize the efficient operation of quality control. Establish a teaching quality monitoring data platform integrating educational administration, enrollment, employment and expenditure; establish the platform for remote observation system of kindergarten curriculum and promote the information construction of educational practice. Expand the intensity of teaching supervision, send more supervisors, make the analysis of classroom teaching more comprehensive, and strengthen the awareness of archiving, the formation of available and accessible text materials and photo materials. Third, effectively play the role of students' evaluation of teaching, and strive to make the teaching quality evaluation true and objective. The undergraduate major of preschool education in colleges and universities should position the theme of students' evaluation from the perspective of value and return to the truth of evaluation. Standardize the evaluation scale to broaden the channels, put students in the position of the evaluation subject, teachers and students to participate in the design of the evaluation scale, encourage the

communication and harmonious evaluation, make the evaluation more democratic and scientific and reasonable.

4.4 Implement Continuous Improvement to Ensure the Steady Improvement of Teaching Quality

Continuous improvement is not only the goal but also the method and means. It is one of the core concepts of normal professional certification, and also a circular management concept. There are many meeting points with PDCA cycle. The combination of the two can guarantee and reflect the integrity of teaching quality monitoring and the effect of improvement. Therefore, we should start from the three main relevant parties of students, teachers and administrators, make the concept of continuous improvement become the power and source of teaching quality control construction, and realize the quality improvement and improvement after repeated links. Students can improve their learning effectiveness and make continuous improvement through the cycle of “learning-self-assessment-reflection-improvement-learning”. Teachers should realize the continuous improvement of teaching effect through “teaching-evaluation-summary-optimization-teaching”. The management department should focus on the core concept of professional certification and achieve continuous improvement of management effectiveness through “system design (scheme revision) -implementation-feedback-improvement”.

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