

Strategic Research on the Role Transformation of Kindergarten Teachers under the High Quality Development of Preschool Education

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Abstract:

In the context of high-quality development, China's economy has shifted from a high-speed growth stage to a high-quality development stage, and the quality of education should also keep up with the pace of economic development and move towards a high-quality development stage. As the initial stage of education, preschool education has a great responsibility and arduous task, and should continue to move forward with the belief of high-quality development. With the high-quality development of preschool education, the role of preschool teachers is also changing, from "knowledge transmitters" to "learning initiators", from "helping children acquire knowledge" to "creating knowledge together with children", and so on. At the same time, preschool teachers also face enormous challenges. Some teachers still adhere to traditional educational concepts and find it difficult to adapt to the new role changes. [3] Moreover, teachers need to take on more responsibilities and workload after the role changes, which some teachers cannot bear. This study investigates the role transformation of preschool teachers under the high-quality development of preschool education, explores the problems existing in the current role transformation of kindergarten teachers, and proposes corresponding countermeasures and suggestions.

Keywords:

High Quality Development of Preschool Education, Preschool Teachers, Teacher Role Transformation

1. Introduction

High quality development is an inevitable trend in the development of preschool education majors in China. The report of the 20th National Congress of the Communist Party of China pointed out that China's education industry should "adhere to the people-centered development of education, accelerate the construction of a high-quality education system, develop quality education, and promote educational equity." Accelerating the construction of a high-quality education system and steadfastly promoting the high-quality development of preschool education has

become the fundamental position for the development of China’s preschool education industry. The transformation of the role of kindergarten teachers is an effective means to promote the high-quality development of preschool education. The transformation of the role of preschool teachers under the high-quality development of preschool education is a necessary and positive change, which can not only promote the comprehensive and healthy development of young children, but also help educators find their own career space and provide better educational experiences Kindergarten teachers are no longer just traditional knowledge transmitters, but should pay more attention to cultivating children’s comprehensive qualities and individual development, which better promotes the high-quality development of preschool education. There are still many problems in the transformation of the role of kindergarten teachers. As supporters, guides, and facilitators of children’s growth and development, kindergarten teachers need to constantly improve themselves to promote efficient development of children. Some teachers may still adhere to traditional educational concepts and find it difficult to adapt to the changing roles Teachers need to take on more responsibilities and workload after their role changes, which some teachers cannot bear; There are also issues such as insufficient professional competence of teachers. This study investigates the role transformation of preschool teachers under the high-quality development of preschool education, explores the problems existing in the role transformation of kindergarten teachers, and proposes corresponding countermeasures and suggestions. [1,2]

2. Materials and Methods

2.1. Research object

This study adopted a random sampling method and selected a total of 65 survey subjects. The survey subjects are shown in the Table 1 below:

Table 1. Survey Participants.

number	Gender	Nature of the Garden	Number of people
one	male	Public	seven
		private	three
		Inclusive access	five
two	female	Public	twenty
		private	twelve
		Inclusive access	eighteen

In the interview section, 5 kindergarten teachers who participated in the survey were randomly selected as interviewees for in-depth analysis, and face-to-face interviews were conducted. The basic situation is as follows Table 2:

Table 2. Basic Information of Interviewees.

Number	Teaching experience	Gender	Education	Post	Nature of the park location
one	one	female	undergraduate	Main class teacher	Public
two	five	female	junior college	Class teacher	civilian-run
three	three	male	undergraduate	Main class teacher	Public
four	two	female	junior college	Class teacher	Inclusive access
five	ten	female	undergraduate	Main class teacher	Inclusive access

2.2. Research method

2.2.1. Questionnaire survey method

This study used the “Questionnaire Survey on the Current Status of Role Transformation of Preschool Teachers” to distribute survey questionnaires to preschool teachers. Through the survey questionnaire data, the current status of role transformation of preschool teachers was understood, and problems in the role of preschool teachers were discovered. The survey questionnaire design provides a reliable practical basis for understanding the current situation of the role transformation of kindergarten teachers.

2.2.2. Interview method

Conduct interviews with kindergarten teachers to further understand the current situation of their role transformation, identify the problems that exist in their role transformation, and understand their thoughts after the role transformation.

3. Results and Discussion

3.1. Overall situation of role transformation of kindergarten teachers

3.1.1. The awareness of role transformation among kindergarten teachers is relatively low

In Marxist philosophy, the full play of individual subjective initiative relies on the guidance of correct consciousness, [4] which is reflected in concrete practice. Research has shown that teachers’ understanding of role change can have an impact on their behavioral choices to some extent. [5] Therefore, the awareness of role change among kindergarten teachers has a very important influence on their role change.

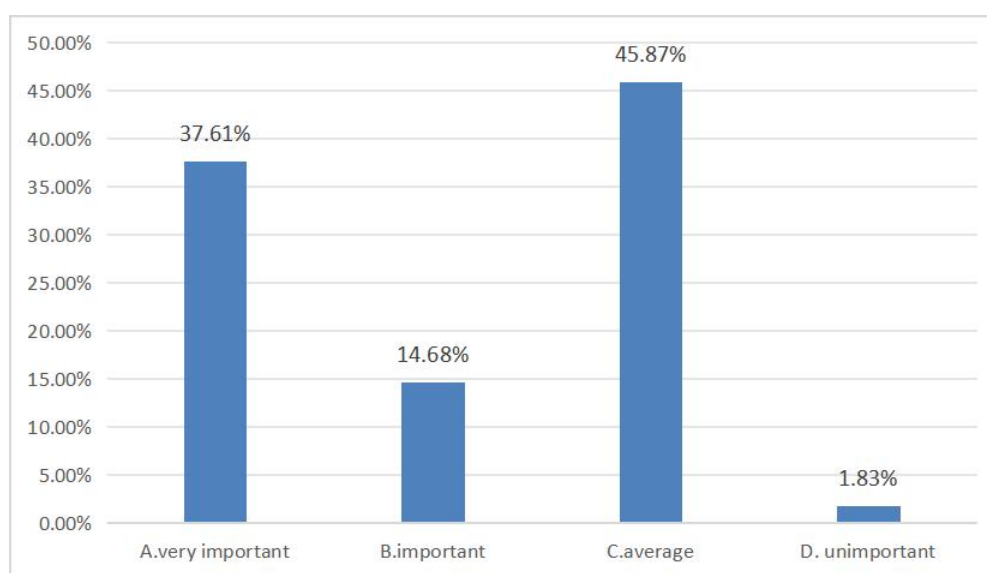


Figure 1. What do you think is the importance of the role transformation of kindergarten teachers.

Figure 1 shows that 37.61% of kindergarten teachers consider it very important, 14.68% consider it important, 45.87% consider it average, and 1.83% consider it unimportant. Overall, the awareness of role transformation among kindergarten teachers is relatively low. When conducting a case study, an interview method was used to investigate a kindergarten with a total of 7 teachers, including 3 teachers with more than five years of teaching experience and 5 teachers with 1-3 years of teaching

experience. During interviews with each preschool teacher, some teachers believed that “the transformation of the teacher’s role is not important, as long as they can teach children something and help them learn knowledge.” Some teachers also believed that “teacher role transformation should be carried out to better guide and help children and promote their better and healthier development.” The above answers show that preschool teachers have insufficient understanding of the importance of the transformation of the role of preschool teachers, and their awareness of teacher role transformation is low.

3.1.2. The degree of role transformation for kindergarten teachers is relatively low

The quality of kindergarten teachers determines the quality of future preschool education development, [6] and the degree of role transformation of kindergarten teachers has a significant impact on the quality of kindergartens.

The Figure 2 shows that 53.85% of kindergarten teachers believe it is to a large extent, 41.03% of kindergarten teachers believe it is to a general extent, 2.56% of kindergarten teachers believe it is to a small extent, and 2.56% of kindergarten teachers believe it is to a very small extent. In summary, the degree of transformation in the role of kindergarten teachers is relatively low.

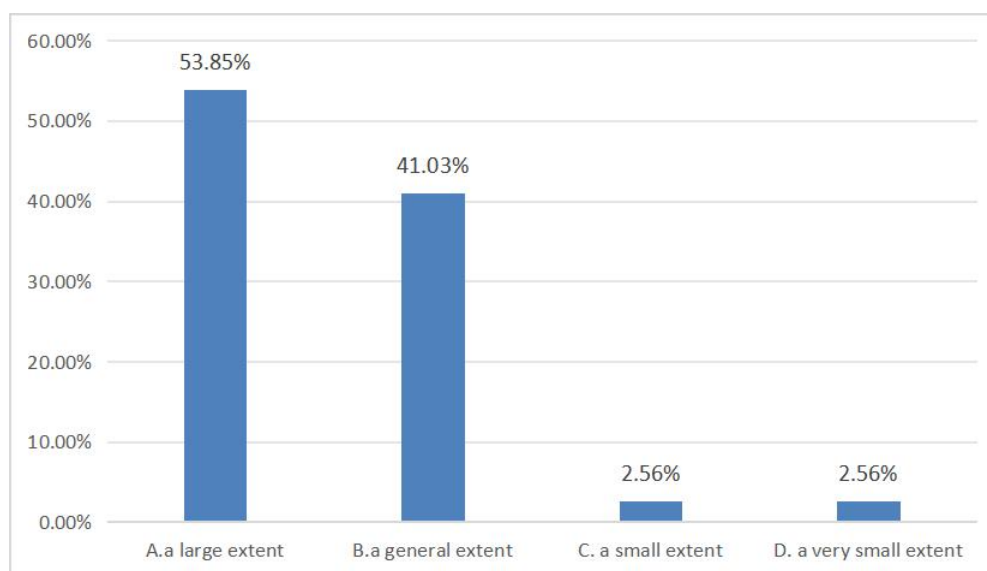


Figure 2. *What do you think is the degree of role transformation for kindergarten teachers.*

4. Conclusions

4.1. The Problems and Challenges in the Role Transformation of Preschool Teachers

Preschool teachers encounter many problems when transitioning their roles, especially in terms of teaching experience. Novice teachers lack practical experience in the field of early childhood education and do not know how to effectively teach young children. They are not sure which methods are suitable for the research and development stage of young children and how to apply these methods in practice. This situation has had a negative impact on the quality of education for young children, making it difficult for educational activities to meet expectations.

The awareness of role transformation among preschool teachers needs to be improved, which undoubtedly has a negative impact on the development of preschool education. Through the analysis of the survey results in Figure 1, we can clearly see that the awareness of role transformation among preschool teachers is relatively low.

Firstly, this phenomenon may lead to a lag in educational philosophy, making it difficult for teaching methods and management models to meet the needs of the times. Secondly, insufficient awareness of role change can affect teachers' sensitivity to individual differences in young children, thereby reducing the quality of education and teaching. Furthermore, this phenomenon may induce teacher burnout, reduce their job satisfaction and happiness. Finally, the weakening of the awareness of role transformation among preschool teachers will have a negative impact on the comprehensive development of young children and affect the long-term planning of China's education industry. Therefore, strengthening the awareness of role transformation among preschool teachers and improving their educational and teaching quality are urgent issues that need to be addressed in the field of preschool education in China.

In the process of role transformation, the problem of insufficient personal qualities among preschool teachers has become increasingly prominent. This is manifested in the following aspects: firstly, a lack of in-depth understanding of educational concepts leads to a single teaching method; Secondly, some teachers lack communication skills when facing parents and colleagues, making it difficult to form effective cooperation; Furthermore, some teachers have shortcomings in their professional skills, making it difficult to meet the diverse development needs of young children; Finally, among some teachers, there is a need to improve their professional ethics. [7] In short, preschool teachers should attach importance to the improvement of their own qualities in the process of role transformation, in order to better adapt to the requirements of the development of education in the new era.

4.2. Strategic Research on the Role Transformation of Preschool Teachers

Preschool teachers are important guides and educators in the process of children's growth. Preschool teachers should first clarify their role positioning and understand their responsibilities and tasks in teaching. As educators, preschool teachers are responsible for designing and implementing educational activities that are suitable for the development of young children; As a guide, responsible for helping young children establish correct values and behavioral habits; As a caregiver, responsible for caring for the physical and mental health of young children, providing a safe and warm learning environment; As an observer, responsible for closely observing the performance and development of young children in order to provide personalized educational support; As a collaborator, responsible for closely collaborating with parents to jointly promote the comprehensive development of young children; As a role model and demonstrator, one should also set a good example for young children through their own words and actions. Kong Ping, Zhang Jianqing, Min Jianzhong, Zhou Yanli, Li Maoju and others also proposed that teachers must update their concepts throughout the entire teaching process, shift from lecturing to guiding and inspiring, and have clear positioning at different stages of teaching. [8]

As a preschool teacher, one should not only impart knowledge, but also guide students to develop their thinking, cultivate their abilities, and shape their personality. Clarifying the role positioning of teachers helps preschool teachers better fulfill their

responsibilities, improve the quality of education, and promote the healthy growth of young children. Therefore, preschool teachers should always maintain a clear sense of their roles and ensure that their teaching behavior conforms to the professional norms of teachers.

Setting reasonable goals is an important prerequisite for individuals to achieve their goals. Developing clear plans and goals can prevent preschool teachers from losing direction during role transitions, can motivate preschool teachers to strive and overcome difficulties; Standards can also be provided for preschool teachers to evaluate and adjust their efforts; It will also promote personal continuous learning and development; With the achievement of goals, self-confidence continues to strengthen, which also brings a sense of accomplishment and satisfaction. Dong Yanling believes that setting practical and feasible learning goals can enable students to experience a higher sense of self-efficacy and be confident in their future learning. [9] As a preschool teacher, it is the same. After having a clear role positioning direction, preschool teachers can develop corresponding role transformation plans to help themselves better and faster achieve their role transformation.

People without goals may feel confused and lack motivation, making it difficult to achieve significant accomplishments. As a preschool teacher without goals, it is difficult to make better role transitions. Therefore, in order to better achieve the role transition of preschool teachers, it is very important to develop plans and goals.

In the context of high-quality development of preschool teachers, it is necessary for them to continuously improve their professional qualities and educational abilities. This means that they need to conduct in-depth research on theoretical knowledge in fields such as child psychology and educational psychology, comprehensively grasp the developmental laws of young children in cognition, emotion, and social behavior, in order to more effectively guide the growth and development of learning. In addition, teachers need to constantly explore innovative teaching methods, such as multiple intelligence education, gamified teaching, etc., to meet the diverse learning needs of young children. [10] On this basis, teachers should focus on strengthening communication and collaboration between schools, jointly paying attention to students' growth process, and building an educational model of home school co education.

Through continuous learning, preschool teachers will constantly improve their educational and teaching abilities and master more teaching methods; the author will continuously accumulate experience and improve my confidence during my growth; Setting a positive example for young children and gaining a deeper understanding of their needs and characteristics will better promote the transformation of the role of preschool teachers. As a preschool teacher, one should actively seek opportunities for personal growth to better adapt to the changing role of a teacher.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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