

# ***Research on the Path of High-Quality Development of Preschool Teachers***

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**Abstract:** The construction of teacher team is the focus of education development and reform, so the rapid development of preschool education makes the problem of teacher team construction particularly important. This paper analyzes the overall situation of the current construction of early childhood education teachers. This paper argues that preschool teachers, as the promoters, implementers and participants of preschool education activities, play an increasingly important role in the development of preschool education. The level of preschool teachers' professional ability and comprehensive quality has a direct impact on the teaching quality of children. At present, there are still the following problems in the construction of early childhood education teachers. The status and remuneration of teachers are low, the professional level is uneven, and the teaching structure is unreasonable. Based on this, this paper puts forward some suggestions to strengthen the protection of teachers, improve the social status of teachers, and improve the teacher training system.

**Keywords:** Kindergarten teachers, preschool education, construction of teachers, quality of education

## **1. Introduction**

Preschool education is the beginning of life learning and the most important stage of basic education. Under the background of the rapid expansion of preschool education, the term of kindergarten teachers in China is growing day by day. It is an important guarantee to promote the healthy development of preschool education to pay attention to the development of preschool teachers and create the necessary conditions for their vigorous growth. According to the analysis of the current situation of preschool education teachers, this thesis explores the problems encountered in the development of teachers. Some suggestions are providing theoretical references for the development of preschool education.

## **2. The Situation of Teacher Team Construction**

### **2.1. The Number of Teachers**

In pace with the development of preschool education, the number of preschool teachers is changing, and the overall trend is rising.

After 2010, the country has increased the advancement of preschool education from the level of policies and regulations. When implementing the expansion of preschool education, the number of public kindergartens has increased, the demand for preschool teachers has increased significantly, and the demand for qualified preschool teachers has increased [1].

However, under the premise of a substantial increase in demand, the proportion of preschool teachers will also change accordingly. For example: women and non-staff teachers account for a larger proportion. Gender imbalance among preschool teachers. From the perspective of age level, there is a fault in the age structure, the preschool teachers aged 26-34 account for a large proportion [2]. Because of the change in numbers, the proportion of teachers is also changing. This is a huge challenge in the construction of teachers, it is necessary to pay close attention to address this issue.

## **2.2. The Quality of Teachers**

Preschool teachers play an important role in the connection between children and education, and help children to learn and gain beneficial learning experiences. With the development of society, the preschool teachers put forward higher requirements, to have the core quality, establish the correct educational concept quality, grasp the cultural knowledge quality, and aesthetic ability quality are the qualities that preschool teachers should have [3].

In terms of improving the quality of preschool teachers, the comprehensive quality of preschool teachers should be improved by establishing scientific education concepts, adopting flexible and diversified teaching methods, establishing harmonious and harmonious teacher-child relationships with children, and improving the ability to active learn and reflect [4].

## **2.3. The Training of Preschool Teachers**

At present, teacher training in China is mainly based on normal college education. Since 2010, China has implemented the national training plan and increased targeted professional training. Pay attention to the professional training of preschool teachers [1].

However, in terms of relevant laws, the qualification certification system of training institutions has not been established for the training of preschool teachers, and the relevant provisions on training quality assessment are also insufficient [5].

In addition, preschool teachers have a high demand for training, focusing on training frequency, form, content, time, cost and training assessment methods. This change enables preschool teachers to actively participate in it and improve their professional ability [6].

One of the important ways to effectively improve the quality of preschool education is to train preschool teachers. Preschool teacher training can improve the professional ability of preschool teachers, and high-quality teachers can promote the quality of preschool education and contribute to the physical and mental development of children.

## **3. The Problems of Teacher Team Construction**

As one of the subjects of education, teachers are very important to the development of education. The development of preschool teachers in China shows some problems in the development of early childhood education. Based on the analysis of the current situation, there are still problems in the construction of the teacher team in China, such as the low status of preschool teachers, the lack of relevant security, and the low education of teachers, which restrict the development of early childhood education.

### 3.1. The Low Status and Treatment of Teachers

The treatment of preschool education teachers is divided into two categories: one is the preschool teachers with career establishment, the salary and welfare benefits are almost the same as that of primary school teachers; Another category is contracted preschool teachers, who are paid less and most do not receive benefits such as social security.

Due to the unequal distribution of treatment, the professional identity and satisfaction of preschool teachers are low, which seriously affects the quality of preschool education. Because preschool education has not been included in the compulsory education system, preschool teachers lack a proper identity, resulting in preschool teachers in the teacher team not enjoying the rights that teachers should have. In short, the mobility of preschool teachers is relatively large, and the preschool teacher team lacks stability.

### 3.2. Uneven Professionalism

Preschool education is enlightenment education, preschool teachers have a comprehensive and long-term impact on children, and the standard of preschool education teachers is directly related to the quality of preschool education. As far as the current situation is concerned, the level of preschool teachers is uneven and the overall quality is low [7]. The educational level of kindergarten teachers with different natures varies greatly. The foundation of preschool teachers is weak, and the proportion of undergraduate and above preschool teachers is low, which is a big gap compared with basic education. Preschool teachers with bachelor's degrees or above are mainly distributed in public and public kindergartens, while the educational level of teachers in private inclusive kindergartens is generally low [8]. Mainly due to the limitation of the establishment, public kindergartens can recruit teachers with corresponding academic qualifications, compared with this, teachers with bachelor's degree or above will not choose private kindergartens. In the process of transformation, the educational requirements of private kindergartens will be reduced, so that the overall educational qualifications of teachers in kindergartens are not high.

### 3.3. Unreasonable Teaching Structure

The unbalanced development between urban and rural areas and between different kindergarten models is caused by the imbalance of regional development, the degree of emphasis on education and financial investment. The uneven distribution of preschool teachers is due to the concentration of high-quality teachers in cities. From the distribution of preschool education teacher titles, it can be seen that most preschool teachers are concentrated in cities. The imbalance between supply and demand of preschool teachers is not conducive to the development of preschool education. This requires attention to the uneven distribution of preschool teachers and the need for high-quality preschool teachers. [1].

In addition, there is fluidity in quality teacher resources. At present, most of the preschool education graduates in higher vocational colleges are restricted by regional policies and staffing problems when looking for jobs [9].

According to the problems in the construction of preschool teachers, this paper puts forward some strategies to solve them, which is helpful to the development of preschool education. In the process of building preschool teachers, effective strategies can promote the development of teachers themselves.

## **4. The Strategy of Teacher Team Construction**

### **4.1. Improve Legal Guarantee**

It is important to increase government financial input. And it is also important to improve the treatment of preschool teachers. The poor conditions of kindergartens and the low salaries of preschool teachers are caused by insufficient funding for preschool education. The stability of the preschool teacher team and the non-loss of talents require sufficient financial support for preschool education. The status and treatment of preschool teachers are very important. Only with sufficient financial security can preschool teachers' rights and interests such as salary and social treatment be protected.

The improvement of the treatment of preschool teachers and the stability of the teaching team cannot be separated from sufficient financial support. Adequate funding can also solve new situations and problems in the development of preschool education [3].

### **4.2. Attach Importance to Vocational Training**

After engaging in teaching work for several years, preschool teachers often find that they can no longer meet the needs in terms of professional skills, which is career exhaustion. At this time, it is necessary to organize targeted training to help preschool teachers learn new knowledge and improve their abilities. For preschool teachers, how to build a scientific training model is particularly important for the construction of teachers. The training of preschool teachers can be carried out at different levels [10].

For teachers at different levels, the corresponding training content is adopted to further improve in the advantageous areas.

Concentrating on the overall reasonable distribution of teachers, often carrying out teaching and research activities, stimulates the spirit of exploration of teachers. Establish a good evaluation system and perfect the incentive system to enhance the development of teachers.

### **4.3. The Improvement Quality of Teachers**

In recent years, the Chinese government and administrative departments have enhanced the importance of preschool education, and continuously introduced various policies and measures to promote its rapid development. In the local education planning, it is proposed to strengthen the ability of teachers and promote the teaching quality of preschool education. The relevant policies of China divide preschool teacher accomplishment into three parts: professional concept and ethics, professional knowledge, and professional ability. Therefore, it is necessary to continuously improve the learning ability around the above three aspects and achieve the improvement of professional quality [11].

Teachers should enhance their self-learning ability and professional identity to achieve the purpose of improving the educational team. Kindergartens should provide teachers with learning opportunities, carry out organizational activities, and promote the improvement of preschool teachers' personal quality.

## **5. Conclusion**

The development of preschool education has played an important role in the formation of the national education system and the development of lifelong education. The key to the development of preschool education is to build and optimize a team of high-quality preschool teachers. At present, China's preschool education is in a period of rapid development, it is necessary to ensure and promote the

healthy and stable development of preschool education from the aspects of education legislation, government attention, financial investment, balanced high-quality education teacher resources, and a perfect teacher training system. This thesis gives theoretical suggestions on how to develop preschool teachers with high quality and analyzes the number of preschool teachers, the level of preschool teachers and the practice of preschool teachers. It is necessary to improve the treatment and status of teachers, strengthen the protection of preschool teachers in policies, and rationally allocate the structure of teachers, which is conducive to improving the ability of teachers and promoting the development of preschool education.

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