

Problems and Countermeasures of New Kindergarten Teachers' Orientation

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Abstract

For new preschool teachers, early service is a key period to become an excellent preschool teacher. Starting from the five dimensions of role conversion, professional skills, interpersonal relationship, occupational environment and occupational psychology, this paper understands the current situation of new kindergarten teachers' entry adjustment, and puts forward relevant countermeasures based on this: 1. The new kindergarten teachers themselves need to reflect frequently, pay attention to the self-improvement; 2. Colleges and universities should arrange practical courses reasonably and strengthen supervision; 3. The kindergarten should strive to create a good environment and working atmosphere, supplemented by the new kindergarten teachers through the early stage of the job.

Keywords

Kindergarten; The New Teacher; Orientation to Adapt.

1. Introduction

Preschool education is the beginning of lifelong learning, an important part of the national education system, and an important social public welfare cause. Preschool teacher is the guide of children's growth stage, has a very important role in the growth of a child. However, due to various factors, preschool teachers have been controversial, the evaluation of preschool teachers from all walks of life is different, and preschool teachers in the industry also have different attitudes towards their own work. Perhaps it is due to social pressure or their own problems. It is undeniable that the overall mobility of preschool teachers is very high at present, but the mobility of preschool teacher resources will affect the education quality of kindergartens to a great extent. Then how to stabilize the mobility of the kindergarten teacher team is closely related to the development of the various stages of the kindergarten teacher's career, especially the orientation stage when the kindergarten teacher takes office. Many scholars have shown that the experience in the orientation stage will directly affect the teacher's future development.

2. Concept Definition

2.1. The New Teacher

At present, there is no clear definition of new teacher at home and abroad, but most scholars point out that new teacher is a relative concept. McDonald (1982), an American scholar, believes that new teachers refer to teachers who have completed all pre-service training courses, have been awarded corresponding qualification certificates and are employed by a school and are in the first year of engaging in this profession or serving in a school district[1]. Lu Hongfang (2016) defines new teachers as "preschool teachers who have worked for less than three years after graduation. Most of them have preschool teacher education background and have obtained the preschool teacher qualification certificate[2]." According to Hong Lei (2019), "New teachers are novice teachers who have obtained the kindergarten teacher qualification

certificate stipulated by the state, have been employed in a kindergarten and have been engaged in education and teaching for 0-3 years[3]."Tian Fengjuan (2017) divided new and old teachers from the perspective of teaching time, and defined new teachers as those who have been engaged in education and teaching for the first 1-3 years[4].On the basis of previous studies, this study defines new teachers as those who have the professional background of preschool normal education, have obtained the preschool teacher qualification certificate, and have been engaged in the preschool teacher profession for less than 3 years.

2.2. Orientation

The term adaptation is derived from adaptation. Scholars have defined the orientation of new teachers differently. Li Juan (2011) believes that: "Orientation refers to the vocational adaptation process in which graduates of normal schools, colleges, technical secondary schools and undergraduate colleges gradually change into mature teachers and master teaching knowledge to master teaching skills[5]."Chen Mingzhu (2017) pointed out, "The orientation of new teachers refers to the process of ending student days, stepping on the job, getting familiar with teaching business, taking the initiative to adjust their physical and mental state, and completing work tasks according to work requirements[6]."Yang Lixia (2012) believes that: "Teacher's induction adaptation refers to the new teachers into teachers, on the basis of the theory of knowledge in school knowledge, skills and experience, under the guidance of positive occupational values, and kindergarten environment interact and adjustment, in occupational psychology, behavior, professional relationship and kindergarten environment to achieve harmony and balance process[7]."GeWeiWei (2017) combined with psychology, the two perspectives of sociology to adapt the orientation is defined as: "the new preschool teachers under the background of the original experience, positive interaction with the kindergarten work environment, adjust their behavior and psychological mode, in kindergarten system gradually understand and know yourself in the position and responsibility, a more comprehensive understanding of early childhood education, To grow into a mature kindergarten teacher[8]."Based on previous studies, this study equates onboarding adaptation with professional adaptation, and defines onboarding adaptation as a dynamic process in which new teachers actively interact and adjust with the professional environment and achieve harmony with professional psychology, professional skills, role transformation and interpersonal relationship at the beginning of their onboarding.

3. Group Characteristics of New Kindergarten Teachers

First of all, the gender ratio of new kindergarten teachers is extremely unbalanced. In the past, many scholars regarded women as the best candidates for educated children, believing that women are naturally sensitive and have talent and experience in raising children, but this thought seriously neglected the other aspects of development that male preschool teachers can bring to children, such as physical function. Children should accept more of the unique masculinity of men, rather than a day of activities surrounded by maternal love. However, due to the appeal of scholars to male preschool teachers, many kindergartens will deliberately lower the requirements for male preschool teachers in the recruitment, which will virtually affect the quality of the preschool teacher group and threaten the healthy growth of children. Therefore, while adjusting the gender ratio of preschool teacher groups, we should not ignore the quality of preschool teacher groups.

Second, the age of the whole group of new preschool teachers is young, and the profession is highly mobile. The age of the new preschool teacher group is mainly 21-25 years old, and the teaching age is relatively short. It can be seen that the early stage of the new kindergarten teacher is unstable, and the new kindergarten teacher may leave the current job at any time for various reasons. So, how to stabilize this phenomenon, so that the new preschool teachers can

not only adapt to the work of early childhood education but also constantly create value in the work, which is worth pondering by all preschool practitioners.

Finally, preschool teachers with college and undergraduate degrees are still the main force of preschool teacher groups, which means that the education of preschool teachers needs to be constantly improved, and preschool teachers themselves also need to take the initiative to accept knowledge in order to improve themselves. At the same time, the sources of new preschool teachers are gradually diversified, which is no longer the only source of preschool teachers as in the past. However, although this diverse input can enrich the field of preschool education, so that children can learn knowledge more comprehensively and scientifically in kindergarten, but this is not the major of the new teachers, early career discomfort reaction will be more prominent than the new teachers of this major.

4. Current Situation of New Kindergarten Teachers' Adaptation to Employment

4.1. Poor Adaptation to Role Switching

In this study, role transformation mainly refers to the process of the new kindergarten teacher from a student to a kindergarten teacher, which is a problem that the new kindergarten teacher must face and overcome at the beginning of his/her career. Most of the new preschool teachers are students who have just graduated from school, so that students to the platform this is undoubtedly the need for time to transition, what's more, preschool teachers are not only a teacher, or a variety of roles.

Many new preschool teachers say that it is difficult to be competent for the work of preschool teachers at the early stage of service. The work of preschool teachers is different from that of primary and secondary school teachers. Due to the characteristics of children's physical and mental development and the current social definition of preschool teachers, these factors make the work of preschool teachers more complicated. For the new kindergarten teacher, there is a sudden change of identity in the occupation of kindergarten teacher, and the multiple roles of kindergarten teacher work, will make the new kindergarten teacher early in the job cannot clearly recognize their role to play, and it is difficult to quickly carry out flexible transformation between multiple roles.

The main reasons for the inadaptability of the role of new preschool teachers are as follows: First, preschool teachers shoulder the task of teaching, and the five major fields and some general knowledge of preschool teachers need to master; Secondly, preschool teachers also need to have certain knowledge of conservation and first aid skills, so as to avoid emergencies in the kindergarten children; Thirdly, in addition to preparing lessons, kindergarten teachers also need to carry out environmental design for classes and kindergartens, as well as guide children's daily life and routine training. Finally, preschool teachers also need to communicate with parents every day in the links of entering and leaving the park to promote home cooperation and so on.

4.2. Poor Use of Professional Skills

The mastery and application of professional skills in kindergartens is an important indicator of whether a kindergarten teacher is excellent, and in terms of professional skills, there are many problems in the application of new kindergarten teachers in practice.

Most of the new kindergarten teachers think that the most lacking professional skills are mainly the ability of childcare, teaching plan preparation and teaching ability. The specialized courses of preschool education in colleges and universities include all kinds of knowledge courses of conservation and health care, relevant knowledge courses of five fields and basic literacy courses of pedagogy, etc. And, there are still a lot of problems about professional skills in the

early days of the new kindergarten teacher. It can be seen that the new kindergarten teacher does master certain knowledge of related fields in college learning, but when the new kindergarten teacher comes to the kindergarten, it is difficult to schedule these theoretical knowledge for their own use in the appropriate situation. In particular, the ability of conservation, in fact, major universities will set up a course of conservation knowledge in the preschool education specialized courses, but colleges and universities will consider that they are training preschool teachers rather than nursery staff, under this consideration, they will reduce the curriculum of conservation and health care knowledge to a certain extent.

About the question of professional skills, colleges and universities will arrange pre-school education in every school year even each semester students go to a local kindergarten trainee internship, this is a good to learn at school of theoretical knowledge into practical operation, but many students because of their slack, and the school regulation is not enough, in the process of internship trainee too lazy to work. At the same time, the kindergarten has also made positive interventions for the adaptation of professional skills, such as school-based training and related activities such as old teachers leading new teachers. However, due to the competition among kindergarten teachers and various unhealthy attitudes in the workplace, such active activities will become formalistic.

4.3. Mishandling Relationships

Interpersonal problems are something that everyone has to deal with. For new teachers, the objects they are exposed to in kindergarten are more complex than those they are exposed to in school. It is an important stage for the new kindergarten teacher to handle interpersonal relationship well, and the character and social characteristics of the new kindergarten teacher are the main reasons for the problem of interpersonal relationship adaptation.

New kindergarten teachers need to work with many different people, especially parents. Most of the new kindergarten teachers are between 21 and 25 years old, while the parents of children are of different ages. In the face of parents of different ages and cultural backgrounds, new kindergarten teachers need to communicate with parents about the situation of children in the garden and do a good job in the connection of home cooperation, which will inevitably lead to communication problems.

In view of these situations, the new teacher's own temperament type and way of doing things is very important. In the relationship with children, new teachers do not know how to control their relationship with children, too close and too tight are easy to make mistakes new teachers; In terms of the relationship with parents, due to the different positions of both sides and the differences in some cultural backgrounds, conflicts between them are inevitable. In terms of the relationship with colleagues, new kindergarten teachers need to learn to deal with the harmonious competition between colleagues is also a relatively challenging thing; In terms of the relationship with the management of the garden, it is challenging for new kindergarten teachers to cultivate their self-confidence in front of the leaders and do everything excellently.

4.4. Poor Adjustment to the Professional Environment

In this study, the occupational environment mainly refers to the management system, welfare conditions, teachers' ethos of the kindergarten where the new kindergarten teachers live and the occupational environment of the kindergarten teachers in the current social background. According to Bronfenbrenner's ecosystem theory and Bandura's ternary interactive determinism, new kindergarten teachers are subject to the interaction of various environments around them.

The environment and atmosphere of kindergarten will directly affect the orientation of new kindergarten teachers. Every new kindergarten teacher is in a different environment, different schools, different leadership systems and cultural environment, etc., which will have an impact

on the orientation of new kindergarten teachers. The environment of kindergarten is an important part of a kindergarten. The so-called environment of kindergarten includes the facilities, leadership, welfare and other aspects of the kindergarten. New staff due to the work, is in the midst of a phase into the environment, the understanding of the many rules and regulations lack of kindergarten, familiarity with the management style of leadership is not enough, there are also many problems of welfare treatment, all kinds of problems are stacked up will affect new teachers for professional don't adapt to the environment. At the same time, the humanistic atmosphere of teachers in each kindergarten is also very important. Benign competition will promote mutual absorption and common progress between teachers, but once this competition shows a vicious situation, it will make the new teachers feel pressure at work, so as to affect the adaptation of new teachers to the kindergarten environment. There is also the influence from the social background of the preschool education industry. In the current social background, preschool teachers have been in a controversial position. The public also has misunderstandings and prejudices about the profession of preschool teachers, which will make the new preschool teachers deviate from the social recognition and produce a variety of psychological gaps in the expectation of the profession.

4.5. Maladjustment of Occupational Psychology

In this study, occupational psychology generally refers to the various psychological states of new preschool teachers in occupational work. The influence of psychological state on on-boarding adjustment is also a crucial factor. New kindergarten teachers are generally in a positive state of professional psychology, but there are also many problems.

The gap between enthusiasm and reality. At present, new kindergarten teachers generally have mastered certain professional knowledge and skills, but there are problems in the application of new kindergarten teachers in practice. This phenomenon also has an impact on the professional psychology of new preschool teachers. In the new teacher has not officially entered the kindergarten, must be full of vision for the future teacher life, however, the actual situation is not so perfect and ideal as the new teacher preset. Therefore, the new preschool teacher's vision of the future preschool education career will be hit in the actual situation, which brings not confidence.

The gap between job expectations and achievement. This gap also appears in the new teachers' expectations and sense of achievement. Such differences in expectations and achievements will make it difficult for new teachers to have passion and motivation to achieve their own work goals in the future, so it is more difficult for new teachers to have a sense of achievement, resulting in job burnout and other problems.

5. Countermeasures for New Kindergarten Teachers' Entry Adjustment

In view of how to improve the problem of new kindergarten teachers' entry adaptation, the author will put forward his own humble opinion from the three levels of individuals, universities and kindergartens by referring to the previous research and summary.

5.1. New Kindergarten Teachers Need to Reflect Frequently and Pay Attention to Their Own Development

For new teachers, as there are more or less problems early, mentioned in this article the five dimensions of orientation to adapt to each dimension of problems can have some reason comes from the new staff's own, so the new staff in-service early will need to make their own psychological adjustment and reflection, to support oneself through early.

New kindergarten teachers in the face of the kindergarten teacher this multiple identity role and relatively complex interpersonal relationship, should actively adjust their own mentality, take the initiative to seek their own way out and help. New preschool teachers need to correctly

understand their own character and psychological adjustment and other aspects of the advantages and disadvantages, foster strengths and circumvent weaknesses. At the same time, we should actively reflect on our shortcomings in this respect and consciously mediate our psychological state.

Professional skills are the key to every career. In view of professional skills, in fact, every new kindergarten teacher in the entry, through the school training and learning, has mastered certain professional skills, but the skills of the new kindergarten teacher in the work is difficult to use these flexible. Faced with this dilemma, the first thing new kindergarten teachers should do is self-reflection. After reflection, the new teachers themselves can do a targeted self-examination.

In terms of occupational environment, it seems that occupational environment refers to an external environment that does not need new teachers to reflect on, but researchers cannot ignore the subjective views of new teachers on the occupational environment. New kindergarten teachers need to actively face and understand their own professional environment, take the initiative to familiarize themselves with the rules and regulations of the kindergarten, understand the benefits, familiar with the leadership of the management and so on.

5.2. Colleges and Universities Should Arrange Courses Reasonably and Strengthen Supervision Over Students

Domestic colleges and universities focus on both theory and skills in the training of young teachers, which is undoubtedly a good way to train young teachers, but the arrangement of courses and the forms of various skills and activities are worth reflecting on by colleges and universities. But it is worth affirming that colleges and universities have made great contributions to the training of new teachers in skills and theory.

In the above analysis, it is not difficult to find problems in the professional skills of new preschool teachers. Conservation of health care knowledge, for example, the new teachers at school are more or less studied conservation knowledge, but limited to the theoretical knowledge, a professor of many universities, and no solid exercise training have been carried out for this kind of knowledge, then it will affect when the new staff entry, so in order to solve this problem, the author thinks that universities should strengthen the conservation of the health care knowledge a lot field courses. For example, new preschool teachers lack the ability to combine theory and practice in professional skills, but colleges and universities have arranged internship activities in each semester and each academic year. Therefore, the author thinks that when arranging internship activities, colleges and universities should contact with the kindergarten authorities more, understand the situation of students in the garden, strengthen the supervision mechanism, urge students to take the opportunity to exercise themselves, through this external intervention can effectively prevent the new kindergarten teachers may face this kind of uncomfortable reaction at the beginning of the job.

At the same time, the author believes that although colleges and universities have arranged employment guidance in each semester, many colleges and universities have ignored the induction education to a certain extent. As a new kindergarten teacher, many problems are the first contact, do not know how to solve, the new kindergarten teacher is often the most worried about skills, but some of the kindergarten management regulations and the signing of various agreements. New teachers do not understand how to judge these problems, in this respect, there is a general lack of knowledge of new teachers.

5.3. The Kindergarten Should Strive to Create a Good Environment and Atmosphere

First of all, the park needs to create a good cultural environment. Kindergarten itself is a place full of child interest, the child interest should not be limited to children, but also around adults, but this the child interest is reflected in adults through peace of mind and comfort. As the first leader of the kindergarten, the principal needs to play a leading role and establish a good working atmosphere for the staff through his unique leadership. In addition, leaders also need to take the initiative to help solve all kinds of contradictions between preschool teachers and understand the temperament types of each staff, so as to make better cooperation between employees and give full play to the value of each employee.

Secondly, the kindergarten should take the initiative to provide teachers with a good competition mode, so as to help the young teachers absorb each other and make progress together. In addition to creating a good cultural environment, the competition mode is also an important part of the vocational environment of the kindergarten, and the main factor affecting the orientation of new kindergarten teachers. A good competition model will stimulate the young teachers in the work of all kinds of positive behavior, and can also appear in the kindergarten a good cycle. Once this kind of good competition mode is formed and stabilized, the negative influence from occupational environment and occupational psychology on the entry adjustment of new kindergarten teachers will be reduced.

Finally, the garden should also strengthen the training of many new preschool teachers, establish a scientific and reasonable training mechanism. The knowledge of new preschool teachers in colleges and universities is limited, so kindergartens cannot rely on colleges and universities to train preschool teachers. They should also introduce their own training modes and systems, but they should avoid formalism. In addition to the kindergarten can learn more about the psychological condition of the new kindergarten teacher in the entry stage, and to help the new kindergarten teacher to reduce the burden from professional psychology and other aspects. The kindergarten can also input more advanced educational teaching concepts for preschool teachers to help preschool teachers better and more comprehensive understanding of the field of preschool education.

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