

Research on the Growth of Basic Literacy among Early Childhood Teacher Education Students in Chinese Colleges

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Abstract

Literacy has risen to the forefront of international school reform concerns as of late. Fundamental literacy is directly tied to social growth and self-development, and it is the essence of the educational demand for learning quality. This paper first provides a brief overview of core literacy as it pertains to early childhood education in local colleges and universities, then analyzes the current situation of teaching work cultivation, and finally focuses on core literacy as cultivation and conducts an in-depth study of practical cultivation strategies, enhancing professional attractiveness, adjusting talent cultivation mode, guiding students to make life plans, and emphasizing the combination of professional and personal development. We wish to motivate our fellow educators.

Keywords

Local Colleges and Universities; Early Childhood Education Majors; Teacher-Training Students; Core Literacy.

1. Introduction

With the progression of time, the teaching focus of early childhood education majors in local colleges and universities has shifted from the traditional education teaching standards emphasizing professional knowledge to the growth of students' comprehensive core qualities. Effectively and efficiently develop the core quality of teacher-training students majoring in early childhood education at local colleges and universities, so that students have good ideological and moral qualities and are able to regulate the professional ethics of teachers when they are placed in the field. This can facilitate not only the optimization and enhancement of the early childhood education teacher-training students, but also the overall development of education in China.

2. Overview of Early Childhood Literacy Fundamentals in Regional Institutions

Local undergraduate colleges and universities around the nation should pay particular attention to the promotion of basic literacy skills among teacher education students. As preparation for future teachers, teacher training students in local undergraduate colleges and universities require not only a strong theoretical foundation, but also a focus on their own fundamental literacy. Only when theoretical knowledge and core literacy construction are accorded equal weight in the cultivation and education of teacher training students can the future reserve strength of the teaching profession in China be effectively cultivated and quality talent delivered to the teaching profession. Early childhood education students have a crystal-clear career path after graduation; they will engage businesses or educational teaching institutions within the early childhood children's education industry. Early childhood educators must continually blur the lines between professional and cultural courses and provide students with as much theoretical instruction as possible in order to foster practical innovation. Then, provide students with scientific evaluation methods to boost their

independent learning ability so they can grow their core literacy comprehensively and deeply [1]. The practical investigation of this educational approach in early childhood at local universities merits research. Utilizing an educational philosophy that emphasizes the importance of early childhood literacy in the classroom can enhance the learning efficiency and educational knowledge absorption of teacher-training students, as well as improve their thinking quality and cultivate their understanding of early childhood education.

3. The Existing State of Basic Literacy Instruction for Early Childhood Education Majors in Local Colleges

3.1. The Orientation of the Target is Unclear

The aim of talent training is directly related to talent training, and its primary function is to give guidance for everyday work. Specifically, the advice provided by the goal is used as a reference to guarantee that all instructional activities are implemented in accordance with the curriculum system. Due to level and scale, the teaching level of early childhood majors at various local colleges typically differs greatly; furthermore, the teachers' strength and quality have a direct impact on the achievement of training objectives. The objective of teaching activities for early childhood students is to cultivate practical skills, i.e., to produce teachers who can aid in the social development of young children. Analysis of present training programs at local colleges and universities reveals that orientation is frequently somewhat imprecise. If the training objectives established by local colleges and universities are incapable of emphasizing basic literacy, subsequent teaching activities will not be able to emphasize the right value.

3.2. Theory and Practice are Separated

In today's society, where educational theories continue to evolve, the overlap between the theories of teacher education and early childhood education is diminishing, as the majority of kindergartens are committed to practical reform while some local universities continue to train early childhood students using the original curriculum. In order to solve the aforementioned problems, it is essential that teachers clarify their own responsibilities, take the continuous updating of educational concepts as a premise, raise professionalism and competence to a new level, and adjust the teaching plan so that students have the conditions and foundation for ideal core literacy.

3.3. The Curriculum Need Optimization

Curriculum for early childhood majors is typically centered on educational information, professional knowledge, and general education, and the issue that must be resolved for daily instruction is how to scientifically distribute theoretical and practical courses. Major local colleges and universities share the problem that practical class time is limited and the cultivation of professionalism is neglected, which is also the primary reason why it is difficult for students' core literacy to fulfill expectations. In today's world, the demands placed on early childhood instructors by adhering to the original curriculum ratios are typically not met by all sections of society, the most significant of which should be the style and ethics of the teacher. If local institutions place a premium on knowledge and abilities, students will be forced to choose between a lack of professionalism and a lack of empathy; improving the curriculum is the only viable solution [2] to this basic problem.

4. Strategies for Fostering Fundamental Literacy in Early Childhood Education Instruction at Regional Universities

4.1. Enhance the Competitiveness of the Profession

As the beginning of lifelong learning, early childhood education is not only an essential component of the education system, but also the foundation for the future implementation of various educational activities, which typically has far-reaching effects on individuals and whose significance is evident to all [3]. To make early childhood education shine, the teacher is the most important factor, which imposes a new demand on colleges to pay attention to the cultivation of early childhood professionals and to deploy qualified teachers into the community to aid in the construction of a quality team. To ensure the implementation of their beliefs, it is essential that early childhooders make effective use of a variety of strategies to strengthen their basic literacy skills during school. According to the report, early childhood majors are more likely than other students to have strong literacy skills, and they also enjoy the following benefits: First, they have a greater level of literacy. Second, they are more capable of self-improvement. Third, their professional knowledge and competence can reach the appropriate level. Thus, it can be shown that by increasing the appeal of the major and encouraging the brightest students to choose early childhood education as their first option, the students of this major will have a level of basic reading more in accordance with expectations. The prerequisite for making the early childhood education major more appealing to the top students is, of course, to raise the major's visibility through various channels, which should include the media and the Internet in addition to the well-known radio and books. It has been demonstrated that this has led to a more systematic and correct view of the pre-school education program in the community, and consequently, the program's standing has improved. In addition, there are programs that local colleges and universities can adopt, such as employing professional scholars to attend enrollment lectures, conveying to students the social value of the industry in which early childhood education majors are engaged, and, if conditions allow, enhancing the current policy play with the assistance of the relevant departments. Typically, the number of students choosing early childhood education majors as their first option grows dramatically as financial aid increases.

4.2. Modify the Mode of Talent Training

This can be summed up using the three following points: Initially, training objectives must be specified. This is due to the fact that this major prepares students to become early childhood educators, and only by satisfying the stringent quality standards can early childhood education contribute to the healthy development of young children. The high quality referred to here is not the usual notion of solid basic knowledge and high education, but rather the ideal core literacy, which presents teachers with a new problem. Second, we must optimize the original system of classroom instruction. Early childhood teacher education students must have a curriculum that effectively develops and improves core literacy in order for the curriculum and training goals to be consistent. In addition to general literacy and professional literacy, the core literacy of early childhood kids often consists of two components: professional knowledge and cultural foundation. Subdividing the core literacy might lead to the components of professional knowledge and social engagement. Thus, it is evident that a curriculum body that has a cultivating effect on core literacy requires more than general knowledge and professional theory; practical experience is an essential component, and only by achieving the trinity can the probability of problems be minimized, specifically by local universities providing students with a good environment and abundant resources, and by stimulating their interest in a way that makes the goal of learning feasibly attainable. In developing core literacy, teachers should give equal weight to the transfer of knowledge and the development of practical activities, and

ensure that the practical activities are given efficacy and are properly demonstrated by each student by increasing the proportion of activities and enriching their forms as necessary. Thirdly, the premise and focus of evaluation must be modified accordingly. At this point in time, all sectors of society acknowledge that basic literacy can be used to analyze and assess learning results, instructional efficacy, and educational quality. From the foregoing, it is evident that the requirements for students' core literacy in early childhood education are typically diverse and multidimensional, encompassing not only conventional professional knowledge and skill, but also professional philosophy, culture and technology, and social participation, etc. In light of this, while evaluating students, teachers should comprehend the components of basic literacy, use attitude, knowledge, and skill as the starting point, and base the suggested "comprehensive literacy" on the existing evaluation mechanism. In addition to the current evaluation method, the proposed notion of "complete consideration" will become a reality and break the impasse of limited fixed indicators.

4.3. Guide Pupils to Establish Life Plans

If early childhood students at local colleges intend to pursue professional courses or further their education, their fundamental literacy is typically better in accordance with societal requirements. This shows that basic reading and life planning are strongly related, and that professors at local colleges and universities should incorporate "how to assist students in planning their lives scientifically" into their work plans. Local colleges and universities may, if possible, offer courses with a primary focus on life planning. On this premise, they can provide a forum for students to find answers to their personal issues by asking expert groups to provide lectures and presentations on a regular basis, so that students can create life plans based on their own conditions and requirements. From the standpoint of a student, it is also crucial to select the industry and position they wish to pursue as early as possible, so that they can have a clearer path in life and enhance their fundamental abilities.

4.4. Combining Expert Knowledge and Practical Experience

4.4.1. Enriching Professional Knowledge

The value of core literacy is also shown by the fact that it contributes to the effective development and completion of students' studies, and that the knowledge acquired during the school years becomes the impetus for the continued development of core literacy after entering society. As an essential component of professionalism, professional knowledge reflects the special characteristics and professionalism inherent in early childhood professions, and the survey results indicate that, despite the overall high quality of students, some students are unable to apply professional knowledge flexibly to solve practical problems. To achieve the desired results in daily instruction, teachers must first have an in-depth understanding of the direction and content of the knowledge involved in early childhood education, including early childhood development, policies and regulations, knowledge and frontiers of conservation and education, physiology, pedagogy, and psychology, etc. [5].

4.4.2. Increase Practical Experience

The core literacies expected of early childhood pupils transmit to the broader public the following message: students with considerable experience typically also possess the desired core literacies. This suggests that when implementing core literacy development and related work, teachers should pay attention to practical experience, because early childhood majors have a stronger practical nature than other majors, and both apprenticeships and internships to kindergartens are essentially an extension of classroom teaching, which equips students with the ability to rapidly change their identities and realize their values in their positions based on solidifying the classroom experience. Participation in practical activities organized by teachers or nearby colleges and institutions will also have a significant effect on the development of

pupils. Therefore, in order to improve students' fundamental literacy in a scientific and thorough manner, teachers must utilize classrooms and instructional materials, as well as provide each student with possibilities for an apprenticeship or internship in a kindergarten.

5. Conclusion

According to the core literacy principles and the current situation, teachers should emphasize the teaching of professional knowledge and ensure that each student can selectively participate in activities that have a significant effect on their own literacy by combining theory and practice, so that they can develop into professionals who can meet the needs of society. In terms of boosting the appeal of the profession, modifying the manner of talent training, and highlighting the combination of professional knowledge and experience, this study's curriculum design technique is a useful reference for the creation of other professional curriculum systems.

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