

The Enlightenment of German "Dual System" Vocational Education System on the "Modularization" of Preschool Education Practice under the Background of Higher Vocational Enrollment Expansion

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Keywords: Dual System, Teaching Practice of Preschool Education Major, Enlightenment and Reflection

Abstract: According to the current situation of pre-school education practice under the background of higher vocational enrollment expansion in China, and in combination with the characteristics of Germany's "dual system" vocational education system, this paper analyzes and expounds how to promote the "modularization" of pre-school education practice in China, including signing education contracts under the supervision of multiple parties, building a "three ability" teacher team, building integrated textbooks and "three element" classrooms to establish a "diversified" assessment system.

1. Introduction

Education is the foundation of a hundred year plan. In March 2019, the Prime Minister put forward the policy of million enrollment expansion in higher vocational colleges in the Government Work Report, and then in May, the Implementation Plan of Special Work for Enrollment Expansion in Higher Vocational Colleges issued by six departments including the Ministry of Education proposed that "adhere to the direction of market-oriented, service development and employment promotion, serve the construction of a modern economic system and achieve higher quality and full employment needs", "Innovate the practice management mode and carry out flexible and diversified practical teaching according to the employment experience, technical skill foundation and learning needs of different students". The implementation of the policy of million enrollment expansion in higher vocational colleges and the implementation of the special work plan for enrollment expansion in higher vocational colleges reflect that China's higher vocational education has gradually entered a new stage of development with equal emphasis on expanding scale and quality. Facing the new situation of higher vocational education, the preschool education major of higher vocational education should seize the opportunity to increase the number of preschool education students, and at the same time adjust the outdated teaching concept, teaching content, teaching methods and practice mode of the preschool education major of higher vocational education. Although China's vocational pre-school education emphasizes the education concept of taking students as the main body and aims to cultivate the talents needed by the society who can be used when they take up their posts, a systematic training system has not been established at present. The system is not perfect and lacks systematic

legal support and protection. With the number of students increasing year by year, the professional level among students is also more uneven. Some students have deep theories and shallow practice. Some students have strong practical ability but their theories are not enough to make them go further in the professional road. The key reason is that the pre-school education practice has not reached the desired goal of practical teaching. The current practice mode has many problems, such as too centralized practice arrangement, insufficient practice time, unstable practice base, lack of instructors, and imperfect practice evaluation system, which makes many graduates of preschool education major unable to effectively transform their theoretical knowledge of preschool education major into the practical teaching ability required by quasi preschool teachers, which ultimately leads to a large number of students in vocational colleges. However, social education institutions such as kindergartens lack real sources of teachers. Therefore, although the expansion of enrollment in higher vocational colleges has increased the number of students, it is more necessary to optimize the structure of students in higher vocational colleges. Higher vocational education is different from undergraduate education. The development of higher vocational education should focus on training students' practical ability as the focus of teaching reform, clarify the foothold of talent training, and take market demand as the starting point, so as to optimize the combination of education and employment, promote the "dual" education of higher vocational education schools and enterprises, and enhance the employment competitiveness of preschool education students.

2. Characteristics of the development of German "dual system" vocational education system

Germany's sound and perfect "dual system" vocational education system has made the German economy after World War II the first in European countries. Every year, about 500000 new apprentices in Germany receive vocational training, and two-thirds of them receive dual vocational education training. In 2020, 54.5% of the permanent population will start the first dual vocational education, and the unemployment rate of young people will be only 5.6% in 2019. The decline of the unemployment rate has also greatly encouraged Germany's "dual" vocational education system to move forward and continue to be studied and improved. The implementation of the "dual system" vocational education system has not only improved the professional quality of German vocational education students, but also brought huge economic benefits to the society. What is the secret of this system?

The German "dual system" vocational education system relies on two main bodies of vocational education, one is vocational education schools, and the other is factory enterprises [2]. The "dual system" realizes that students not only receive general knowledge education and professional theory in vocational education schools, but also receive professional skills and corresponding knowledge training in factories and enterprises, so that enterprises and schools, theoretical knowledge and practical skills are closely combined. It is a vocational education and training system aimed at training professional and technical workers. Interns learn practice for 3 to 4 days a week in enterprises, and receive professional theoretical training for 1 to 2 days in vocational schools. Dual system vocational education generally lasts for two to three and a half years, and is paid accordingly.

2.1. "Completeness" of the legal framework of "dual system"

The development process of the "dual system" vocational education system cannot be separated from the national laws and policies [3]. Germany's "dual system" vocational education system is based on the national legal system as the basic guarantee, with the Federal Vocational Education Law as the main legal support, and with the Youth Labor Protection Law, the Basic Law of the Federal Republic of Germany, the Compulsory Education Law, the State School Law and other basic laws as the support. There are also relevant commercial laws such as the Handicraft Regulations, the Labor

and Capital Negotiation Law, the Preparatory Law on the Regulation of the Rights and Interests of Industrial and Commercial Associations, the Trade Law, the Constitution Law of the Joint Labor and Capital Committees, the Joint Agreement on the Detailed Development of Education Regulations and Framework Courses, which have established a complete legal framework for the implementation of "dual system" vocational education. In contrast, although the school enterprise cooperation system in China has some national policy support, it still lacks a sound legal framework.

2.2. Actively participating in the "multiple aspects" of the "dual system"

The success of Germany's "dual system" vocational education system is inseparable from the active participation of enterprises, schools, society and the government. The German government has a strong regulatory capacity to strengthen and regulate dual vocational education, share the cost of vocational education with enterprises, and provide financial support for public vocational schools. We should supervise and position vocational education schools, conduct institutionalized research and development of vocational education, strengthen people's understanding of dual vocational education, and carry out a series of activities related to vocational education.

2.3. "Dual system" of teacher allocation and "dual nature" of teaching content

The "dual system" has strict control standards for teachers and teaching content. The teachers of vocational schools are all college graduates who have passed the national examination twice after four years of professional study and two years of teacher training, and then after teaching practice. Enterprise teachers are graduates who have completed vocational training and have more than five years of professional work experience. The teaching content also has "duality". There is no unity in the theory teaching materials, which is based on the fact that the school theory teachers keep pace with the times and add new materials in the teaching process; The practical training materials are a number of teaching unit modules compiled by the Institute of Vocational Education of the Federal Government of Germany according to the major categories of occupations, with unified quality and standards; The "duality" of the course content enables students to closely combine theoretical learning with practical learning.

3. Enlightenment and reflection

China's vocational education contains huge development potential. Vocational education has extremely broad development space. The key breakthrough is to strengthen the combination of theory and practice of teaching practice. The pre-school education practice should learn from the characteristics and advantages of the "dual system" and explore how to establish the "modularization" of teaching practice through the German "dual system" education system.

3.1. Signing education contract under the supervision of multiple parties

The starting point of Germany's mature dual system vocational education is that students sign education contracts with enterprises, similar to work contracts. The practice system of preschool education major in higher vocational education in China still has some problems, such as lack of standards, different levels of teachers, unfixed practice time, short practice time, uncertain practice content, single practice mode, etc. It is extremely important to establish the basic framework of internship through laws, regulations and internship contracts. Although China does not need to sign similar work contracts as Germany's "dual system", it also needs a normative guarantee similar to contracts. Under the guidance of the government, the school selects a stable internship base, and

determines the internship time with the enterprise or kindergarten. The school and the enterprise or kindergarten negotiate and formulate an education contract. Finally, under the supervision of multiple parties, students sign an education contract with the enterprise or kindergarten. The content of the education contract includes the starting and ending time of the internship, the proportion of internship time, holidays, internship content, living allowances (subsidies). The termination of the contract and some remarks on student safety.

3.2. Building a "three abilities" teaching team

Teachers are the soft power for the development of schools and preschool education majors, and play an important role in improving the quality of talent training. Creating high-quality teachers can effectively help achieve the goal of "modularization" of educational practice. Most of the pre-school education students in higher vocational colleges in China study in schools. Teachers and students spend a long time getting along and learning. Teachers can directly affect the quality of students' later education practice. At present, the preschool education major in higher vocational colleges generally has the problem of insufficient number of "double qualified" teachers. The working and learning time of teachers in the kindergarten is not up to the standard, and their practical ability is insufficient. They cannot bring the knowledge and experience of the front-line practice back to the classroom, which directly affects the teaching and learning of students' practical part, making the indirect experience of students get greatly reduced. Therefore, the school implements the mutual employment of teachers from both schools and enterprises, increases the training and introduction efforts, and cultivates teachers' professional teaching ability, practical teaching ability and scientific research ability. Starting from the "five dimensions" of teachers' ability improvement, they are respectively teaching design and organization, modern information technology application, professional post practice, teaching construction and reform, teaching research and social services. Through the development of detailed standards by schools, departments and individual teachers, supported by platforms such as teacher development center and famous teachers' studio, and promoted by activities such as blue project and famous teachers' growth plan, we have clarified the path of teachers' growth and established a structured team of teachers with three abilities.

3.3. Constructing integrated textbooks and "three element" classrooms

The society has a large demand for preschool teachers, which provides an opportunity for the cultivation of preschool education professionals in higher vocational colleges. At present, many higher vocational colleges pay too much attention to the scale development and one-sided emphasis on the growth of the number of students, but ignore the importance of the quality of vocational education. In addition, some higher vocational colleges have a single training model for preschool education professionals, which is basically based on the traditional exam oriented education model, and cannot meet the quality needs of vocational education. Therefore, the preschool education of higher vocational education in China should increase the integration of production and education, strengthen the "three element" cooperation between schools, enterprises and parks to establish new specifications for building materials, integrate the new specifications into the content of teaching materials, and establish a dynamic mechanism for the regular revision of teaching materials, including the dynamic updating of teaching materials, the development of loose leaf type, workbook type physical teaching materials, etc. Students of pre-school education use new textbooks in the process of practice, and accept the "ternary classroom" teaching mode that combines theoretical classroom, practical training classroom and enterprise classroom. The theory classroom teaches students in accordance with their aptitude, actively implements heuristic and discussion teaching, encourages students to think independently, and pays attention to improving students' comprehensive use of

knowledge, and promotes the comprehensive development of students' personality and ability; The training class applies modern information technology to meet the development needs of "Internet + vocational education", builds smart classrooms, promotes and promotes information-based teaching reform, and accelerates the modernization of teaching technology and means; School enterprise cooperation and combination of education and training, opening enterprise classes can improve the practicality, openness and professionalism of the teaching process.

3.4. Establishing a "diversified" assessment system

The examination system is the core of pre-school education practice in higher vocational education, and the examination is to better improve the dual vocational education system. In order to better improve students' enthusiasm for practice, we should establish a "diversified" assessment system to truly enable students to participate in pre-school education. The main body of assessment and evaluation is not only the teachers of vocational schools, but also the head of kindergartens, teachers of kindergartens, senior executives of enterprises, etc. The all-round assessment can better promote the comprehensive development of students.

Acknowledgement

Fund Project: 2020 Guangdong Higher Vocational Education Teaching Reform Research and Practice Project "Modular" Teaching Practice Research and Practice "(Project Number: JGGZKZ2020187); 2021 School Level Education and Teaching Reform Research and Practice Project "Research on the Path and Strategy of Promoting the" Three Education Reform "by the" Three Teachers, Two Blends and Three Courses "Model for Preschool Education Major in Higher Vocational Education" (2021YZJG03); In 2021, the Guangdong Province Higher Vocational Education Teaching Reform Research and Practice Project "Research on the Path and Strategy of Promoting the" Three Education Reform "by the" Three Teachers, Two Blends and Three Courses "Model for Preschool Education Major in Higher Vocational Education" (GDJG2021467).

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