Analysis of Standardizing Development and Problem of China's Early Education Institutions—Taking Jinan as an Example

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Keyword: Early education institutions, Standardizing development, Measures.

Abstract. The research purpose of text is to provide the referable basis for parents to select better early education institutions through research, meanwhile improve the society's attention to the early education and promote the standardizing development of early education institutions. The text discusses the importance for standardizing development of early education institutions by the documentary method, survey method, data collection method, etc., summarizes the problems for standardizing development confronted by China's early education institutions, and proposes the measures adopted to promote the standardizing development of early education institutions based on this: Strengthen publicity force of importance of early education institutions with protection of professional education scientific research results; Relevant government department improves the supervision level, promote the standardizing business of early education institutions, strengthen the cultivation of qualified faculty in relevant universities, and remedy the status of faculty lack in early education institutions, thus letting the development of content and form of early education institutions to conform to the development tendency of current society better.

Introduction

The early education institutions are children's cradle, which is still in the start-up phase, and needs a quite long development process from the initial stage to the mature stage although all parents, teachers, early education institutions and all sectors of society start to pay more attention. The text hopes to provide parents with referable basis for parents to select better early education institutions by analysis in the aspects of establishment forms of early education institutions, school-running conditions, teaching contents, faculty and other development problems, meanwhile, improve society's attention to the early education institutions and promote the standardizing development of early education institutions.

Importance for Standardizing Development of Early Education Institutions

Meaning of Early Education Institutions and Its Standardizing Development

The early education refers to various targeted educations to children from 0-6 years old based on the key features for physical and mental development of children, which lays solid foundation for the healthy and comprehensive physical and mental growth of children. And the early education institutions are the professional place to implement the early education, which mainly focuses on the development of children' potential and promotes the comprehensive development of children in language, intelligence, art, emotion, personality, sociality and other aspects. It's the professional one-to-one service institutions for parents to educate pursuant to the child growth principle better. While the standardizing development of early education institutions means that the creation, operation and personnel recruitment of early education institutions shall conform to the requirements of relevant regulations in the form; In the content, the education content of early education institutions shall own scientificity and regularity, and couldn't ignore the physical and mental development law of local children.
Advantage of Standardizing Early Education Institutions Compared with the Kindergarten

The standardizing early education institutions pay attention to enlightening and guiding the children's ability in various aspects, which has important significance and function to the initial development of children. Although the development of new things still confronts many tests and challenges, but children could gain the growth which is more conducive to them by learning in the standardizing early education institutions compared with the learning in kindergarten.

Wider Education Scope. The kindergartens take the infants as the main education objects, namely the children from 3 to 6 years old. The education scope of early education institutions is wider, the objects are the parents and children, and the parents are the primary objects. In particular, the early education institutions emphasize the parent-children interaction and guide parents to know the children by jointly game with children, observe the development direction of children and various psychological problems which are easy to occur, thus focusing on the comprehensive development of children in various aspects.

More Comprehensive Education Targets. The education targets in kindergarten are to cultivate the various abilities of children and promote the comprehensive development of children, while the main targets of most of early education institutions are to instruct the parents how to implement the scientific parent-child education to children on the one hand. On the other hand, starting from the intelligence development rule of children, their main targets are to develop the brain potential of children, thus achieving the purposes to promote the comprehensive development of children and improve the parent-child relationship.

More Novel Education Activity Forms. The teachers mainly dominate the leading role in the teaching activities of kindergarten with the teacher lecture and infant learning as main forms.

The early education institutions are a kind of special new-type education model with very high specialization degree, therefore, it could improve the intelligence level of children and promote the ability development in various aspects by various forms of parent-child games and activity courses. Its activity scopes are wider and forms are multiple compared with the kindergarten.

Problems of Current Early Education Institutions in the Progress of Standardizing Development

Lack the Standardizing Propaganda Method to Early Education Institutions

At present, both society and early education institutions lack the effective propaganda methods to the early education institutions, which lets wide parents not to recognize the importance of early education institutions for children' development. In western developed countries, both early education institutions and kindergarten guide the parents to educate the children in certain extent, so they are equally important to parents. In comparison, the early education institutions are less focused on by the society and parents in China, which is worth reflection. In Jinan, many parents send children about three years old to kindergarten, put the responsibility for infant education in kindergarten, expect the children' growth in teachers. But, they don't know that it's a critical stage for fission and increase of human brain cell before three years old as well as the best period for intelligence development, which exposes that the disadvantages that the early education institutions don't comprehensively exchange and communicate with parents enough, and the propaganda method for standardizing development of early education institutions is unreasonable.

The Condition Regulations for Creation of Early Education Institutions Are Unclear, and the Content Lacks the Scientific Supervision

The Regulations of Creation Condition Lack Clear Indication. The threshold of early education institutions is lower in the process of creation, since there aren't supervision departments
which directly regulate the specific documents, so they couldn't participate in the supervision and guidance in the process of establishment. Most of early education institutions are private, which directly embodies its utilitarianism. The public early education institutions are few, which indicates that the number of early education institutions which are suitable for the public and directly serve the public group are few in certain extent. And the establishment process of some emerging early education institutions later has no basis and supervision, resulting in the low normalization.

**Actual Execution of Supervision Department Lacks Specialty.** At present, most of social early education institutions are registered in the industry and commerce department instead of in the administrative department for education. And the administrative department for education also has no right to supervise the teaching content of early education institutions. Particularly after non-standard teacher recruitment, the incidents that the kindergarten teachers abuse children and threaten the children' life safety would occur, and the problems couldn't be solved promptly.

**The Curriculum Setting Lacks Scientificity and Security.** Based on the table 1, the brain potential development course in most of early education institutions accounts for a large proportion in the curriculum setting, the secondary ones are the music, art and other arts courses, final ones are English and other Language courses. As for children from 0 to 6 years old, the early education institutions would focus more on the development of brain potential in the course settings, but the course implementation doesn't conform to the physical health and mental level development rule of contemporary children in most cases, so its scientificity and security shall be further improved.

**The Faculty Is Deficient and Lacks Specialty**

<table>
<thead>
<tr>
<th>Description</th>
<th>Area/m²</th>
<th>Course type</th>
<th>Price RMB/class</th>
<th>Number of teachers/person</th>
<th>Work conditions of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymboree</td>
<td>1200</td>
<td>Entertainment, music and art, Global Kids, school skills</td>
<td>168</td>
<td>6</td>
<td>TEM 8, Training with headquarters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent-child, music, language, Thought and transition</td>
<td>130</td>
<td>6</td>
<td>Preschool education major, Training with headquarters</td>
</tr>
<tr>
<td>Babycare</td>
<td>400</td>
<td>Inoculation, infant &amp; mom, exploration and art, Enlightenment, music, science and mathematics</td>
<td>41</td>
<td>6</td>
<td>Preschool education major, Training with headquarters</td>
</tr>
<tr>
<td>Huaxiaaiying</td>
<td>300</td>
<td>Montessori, Orff music and English, Scientific thought and manual production</td>
<td>37</td>
<td>5</td>
<td>Have art specialty, Training in the institution</td>
</tr>
<tr>
<td>Aiyuoutong</td>
<td>435</td>
<td>Parent-child, comprehensive physical ability, music, Art, double brain balance, half-day system</td>
<td>78</td>
<td>5</td>
<td>Preschool education major, Training in the institution</td>
</tr>
<tr>
<td>Bi-to EQ Camp</td>
<td>500</td>
<td>Parent-child synthesis, Montessori, Orff, Sense system, physique, Logico</td>
<td>80</td>
<td>7</td>
<td>Have art specialty, Training in the institution</td>
</tr>
</tbody>
</table>

Based on the Table 1, the quantity, quality and other aspects of the teachers engaging the early education still have many problems in the several representative early education institutions in Jinan City, Shandong Province.
The Quantity of Faculty Is Insufficient. Based on Table 1, the number of faculty in early education institutions in Jinan City is few at present, and the number of large-scale early education institutions is no more than 10. Many early education institutions with better development, such as Gymboree, R.Y.B, Babycare, etc. own more perfect course system, but the faculty is difficult to be guaranteed, and the execution potency of institutions lets parents worry. While such phenomenon directly results that the one-to-one teaching couldn't be achieved as well as the special guidance and help to children, and the individualized teaching of students is ignored. What's more, the excessive fatigue of teachers could directly influence the teaching effect, which impedes the scientific research and further education.

Faculty Quality Lacks. Based on Table 1, only few teachers in early education institutions in Jinan City have professional training and guidance from headquarters, most of the teachers even "switch to a new profession" and didn't accept any professional training about the early education, for example, the teachers in Bi- to EQ Camp serve as the teachers only due to art specialty. The reason is mainly because that there are few universities which establish the early education major in China at present, which is very hard to provide the early education talents with correct major and high quality for the market.

The Price Charge of Early Education Institutions Isn't Unified

Based on Figure 1 and Table 1, the charge price of early education institutions in Jinan City shows the diversified situation. The market price of early education institutions in Jinan City is irregular, for instance, the Gymboree has high charge, Bi- to EQ Camp and R.Y.B have intermediate price, Huaxiaaiying and Babycare have lower price. Since the government lacks the sound management and supervision mechanism, so there isn't unanimous charge standard in early education institutions in Jinan City, which influences the parents' selection of early education institutions, meanwhile, lets some low-income families flinch in terms of the early education institutions.

Suggestions for Promotion of Standardizing Development of Early Education Institutions

Strengthen Publicity Force of Importance of Early Education Institutions with Protection of Professional Education Scientific Research Results

Increase the significance publicity force of children early education by various methods to proceed the wide spread of early education concepts and the science popularization of early education knowledge, and the professional authority carries out the special explanation and question-answering, comprehensively promoting the identity and participation awareness of parents and society to the children early education.
Sufficiently Utilize the Media to Publicize the Early Education Institutions in Forms. Combine the publicity of early education institutions with the various media methods, providing convenient and rapid approaches to understand the early education institutions for wide parents. Sufficiently exert the function of journal, books and other traditional medias, especially propagate the forefront information for research of domestic and foreign early education in TV media. The internet, phone and other emerging media methods could also be used to greatly improve parents' recognition to the influence of early education institutions for children development. The publicity mechanism of early education, authoritative expert consultation and many other effective methods could be also used to strengthen the importance publicity force to early education institutions.

Let Parents Learn the Early Education More Deeply by the Result Content Propagation of Educational Scientific Research. Relevant education department shall organize and carry out the special large lecture related to the early education, invite the domestic authority early education research experts to do reports, letting parents directly know the importance of early education.

Enhance the recognition and trust degree of parents and society by the professional publicity to early education institutions in contents and forms to guarantee the social support for standardized operation of early education institutions.

Relevant Government Departments Improve the Supervision Level and Promote the Standardized Operation of Early Education Institutions

Relevant government departments shall strengthen the supervision strength to guarantee the establishment, charge price, course consent setting, faculty resource and other aspects of early education institutions have relevant clear regulations.

Relevant Departments Define the Regulation Establishment Condition. Relevant institutions and departments shall formulate the relevant condition regulations for social individuals and organizations to found the early education institutions, and guarantee the scientific evaluation and effective supervision to the education quality of early education institutions.

Supervision Department Shall Scientifically Formulate the Price Standard. By virtue of various different charge standards in early education institutions, relevant departments shall implement the supervision responsibility, formulate the uniform charge standard. As for the special courses in part of institutions, the clear price standard shall also be formulated to guarantee most of parents could accept.

Education Department Shall Strictly Regulate the Course Content Setting. By virtue of difference problems for course settings in early education institutions at present, the education department shall strictly regulate the contents and direction for course setting according to the children age features confronted by early education institutions to confirm that the course contents conform to the physical and mental development regulation of children.

Education Supervision Department Shall Regularly Check the Faculty Level. The education department shall regularly check and inspect the teachers in early education institutions to guarantee the faculty level conforms to the social tendency for rapid development, and the ability level and moral level of teachers shall be specially checked in order than the teachers have enough meticulousness, patience and accuracy to complete the early education task.

Relevant Universities Strengthen the Cultivation of Qualified Faculty Strength and Remedy the Inadequate Situation in Early Education Institutions

Relevant Universities Cultivate the Faculty for Early Education with Orientation. (1) At present, most of normal colleges and schools establish the pre-school education major; they could attempt to establish the early education major to cultivate the early education faculty talents with professional knowledge and ability.
(2) The universities could establish the cooperation relations with local early education institutions to cultivate the directional graduates, which could not only solve the internship employment problem of students on the one hand, but also could provide powerful safeguard and support for the faculty strength of early education institutions on the other hand.

The Early Education Institutions Strengthen the Professional Faculty Training by Themselves. (1) Firstly, pay attention to checking and inspecting teachers during the recruitment process, and don't enroll in case of finding the applicants don't own the basic accomplishment and ability of teachers.

(2) The in-service teachers in early education institutions shall have regular training and the support for further education in order to improve the education ability and level and promote the professional development.

Conclusion

The early education has important significance to the comprehensive development of children, especially for the brain growth of children at early phase, intelligence perfection and the acquisition of social ability. The text finds that problems exist in the process for standardizing development of early education institutions by the survey and research, data comparison and analysis to the early education institutions in Jinan City, and a series of reform suggestion are proposed aiming at the problems existing in the early education institutions. Hope to strengthen publicity force of importance of early education institutions with protection of professional education scientific research results; Relevant government departments improve the supervision level, promote the standardizing operation of early education institutions, strengthen the cultivation of qualified faculty in relevant universities, remedy the status of faculty lack in early education institutions, which let the development of early education institutions more standardized and fully exert the due function of early education institutions in early education aspect.

References


