Research on the Training of Young Teachers in Kindergarten

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Abstract. In recent years, there have been new problems in the kindergarten education. The populations of the kindergarten teachers are gradually aging, so most kindergartens introduce new young teachers every year. The proportion of young teachers has gradually increased, and the improvement of the teaching level and skills of young teachers is an important issue for kindergarten administrators. This article mainly expounds the kindergarten's training way for young teachers from the aspects of enhancing emotional communication, strengthening business support, providing opportunities for development and improving the incentive mechanism to promote the growth of young teachers, so as to realize harmonious development of the kindergarten.

Introduction

In recent years, kindergarten education has been presenting new problems. Among them, there is an aging trend in the kindergarten teachers. Most of the kindergartens every year have introduced some young teachers, so the proportion of young teachers gradually increased. As far as our kindergarten is concerned, young teachers account for 68%. Due to various reasons, such as salary, social cognition and diversification of the profession, kindergartens are difficult to recruit comprehensive quality teachers. From the conditions of the recruitment of teachers, the cultural levels and skills levels are uneven. Some graduated from undergraduate, some are from professional kindergarten, and some are from vocational high school classes. No matter what the cultural level is, their professional skills and overall level are weak, which is a downward trend. Young teachers have their own unique personality characteristics, such as active thinking, daring to say, daring to do, contacting the community widely, self-motivated, fast information, high enthusiasm, and good excitement, but at the same time, they are not mature, more conceited, easily affected by the external environment, especially influenced by the economic tide and superior life greatly. They are not hard-working, caring less about the group and others, caring more about their families and themselves.

Literature Review

Kindergarten Teacher

Responsibilities. Kindergarten teachers have a lot of the same responsibilities as other teachers. They must teach students basic skills in reading and writing in addition to showing them how to behave in the classroom and play nicely with others, whether it's in a group setting or doing artwork quietly on their own. The teacher’s methods of educating will have to be changed to meet the needs of each individual student.

A kindergarten teacher is responsible for planning the curriculum for each day. Teachers must allow the children to observe an activity while also giving them the opportunity to ask questions and look for the answers. Instructions need to be very precise yet easy to understand. By using hands-on lessons and creative play, they lay the foundation for future learning. This prepares children for grade one and further grades in elementary school, where they learn advanced concepts within these areas.

Kindergarten teachers are also responsible for grading papers and conducting parent-teacher conferences as well. They report to parents the areas in which their child is succeeding as well as
where the child could use more help. After these areas are determined, the teacher must work with the parents to come up with a plan that will bring the child to the same level as the rest of the class. If a child has developmental or emotional problems, kindergarten teachers should be able to recognize this and help the parents put together a plan of action to ensure their child is given the same educational opportunities as other children.

**Good Kindergarten Teachers.** First of all, teachers should take good care of each child and have enough patience for them. Secondly, understanding the children is very important, the teacher should understand the children's feelings, and have the ability to tolerate errors. Third, every teacher should be an actor. They should always stay actively participate in the activities of the children, to become a friend of the children. Fourth, kindergarten teachers must keep the mind flexible, and deal with kinds of unexpected situations quickly. Finally, as a teacher, they need to continue to learn, and constantly improve the teaching methods.

**Approaches**

Young teachers are the basic stage in the process of teachers' growth. It is an important topic in kindergarten work that how the principle of kindergarten give correct guidance, make them adapt to the work and life of kindergarten as soon as possible, and improve their teaching level and grow up as soon as possible in their work. I, as one principle of kindergarten, try to make some suggestions from the following aspects:

**Attach Great Importance to Them**

As a principle, first of all, we should analyze the current situation of kindergarten and understand the status of kindergarten teachers. With the aging trend of population in kindergarten, the young teachers, has gradually become a reserve force. Principle must pay great attention to the training and guidance of young teachers, and actively provide logistical support for young teachers and improve their wages.

**Guide Young Teachers into the Community as Soon as Possible with the Emotional communication**

When young teachers arrive at a new unit at the beginning, they may be afraid, timid in the face of strange people and strange environments. They are prone to be at a loss because they are strangers and are different from others. At this point, principle should take the initiative to contact them, care about them, make friends with them, get along with them naturally and equally, and look for the bright spot of young teachers. We should use more appreciative eyes, accept every teacher with a less discerning eye, talk to them, communicate with them and help them dispel their fears. At the same time, principles need to introduce new teachers to the whole garden teachers, and keep attention of the feelings of the new teacher, including work experience with the teacher. Managers should create a harmonious work atmosphere, so that new teachers take a relaxed and happy mood to the new work and new environment.

**Help and Improve the Teaching Level of Young teachers**

Young teachers have strong ability to accept, and are full of enthusiasm for the work. But due to inadequate working time in teaching, and with the lack of experience, they will feel confused and disoriented in teaching. Therefore, it is the key to improve the professional level and comprehensive quality of the young teachers by deepening the practice and strengthening the professional guidance to young teachers.

**Present the Lesson before Having it.** We often find that the teaching of a lot of young teachers are out of order. They spent a lot of time but without much effect. Therefore, we require new young teachers to present the lessons to the staff managers before preparing lessons and having classes. They need to tell their weekly activities, the goals of their main activities, the teaching aids and the means they take. In the process of teaching, some teachers are not clear about the teaching objectives, some teachers are outdated and their teaching methods are rigid. Some teachers are not
sure about the age characteristics of children in the class, which makes it difficult to arrange the contents. Knowing the teachers' problems, we give timely guidance and reduce the mistakes of young teachers in teaching. They like it the same way, and they feel very clear after class. From the initial fear of speaking, they now become active and more willing to speak.

Lesson Plan Instruction. Lesson plan is an essential preparation for teaching. By writing lesson plans, teachers can have a deep understanding of the activities they have organized in advance. They analyze and sum up the teaching materials so as to carry out activities reasonably according to the characteristics of the children in the class. But there are many problems for young teachers to write lesson plans. They are unable to grasp the key point of teaching materials. The words are too much, the sentences are not smooth, and the content is stereotyped. They like the universal lesson plan, which can be applied to any activity. Therefore, great attention should be paid to teach new young teachers to prepare lessons. First of all, they are told how to write lesson plans. It focuses on the links of life, the arrangement of teaching activities and the organization of language. Help them to analyze teaching materials and seize the focus of each activity and so on. Examples can be used to demonstrate, and at the same time the teacher's excellent lessons plans are recommend to learn from. Young teachers are required to write lesson plans every week and submit them to the manager for correction. After strict training and request, most new young teachers can finish the writing of the teaching plan clearly after six months, which lays the foundation for the smooth development of the teaching.

Class Visiting. After completing the teaching and writing lesson plans, young teachers are ready for teaching, and then the important thing is to implement them. In the course of implementation, the problems came out: the teachers did not teach as planned, the teaching preparation was inadequate. For example, the teachers in the music class were not familiar with music and so on. As principles, we must go deep into the reality and understand the implementation of the activities. This is not only about the guidance of teaching, but also about the supervisory role. In the process of commuting guidance, we can learn more about the work of teachers and the problems they need to solve.

For example, Miss Hunan is a new teacher who has been in kindergarten for half a year, and is diligent and dependable. On one occasion, she arranged the rhythm teaching of "Little Red Riding Hood". She has illustrated how to teach the lesson before class, and I also told her clearly what needs to be prepared and how to carry out the activities. But when I came to listen to the lecture that day, I was very disappointed by the result. There was no rhythm at all, and the teacher himself has no control over the rhythm. Such activities will certainly have a bad effect on children. I immediately turned from the participants into the leader to give her a demonstration class to make up for the lack of activities in time.

Therefore, as principles, especially the teaching director should often stop work to attend lectures. We should offer teaching guidance and help to young teachers, and give them demonstration courses when necessary. It is also an important means to improve the teaching level of young teachers and to promote their growth as soon as possible.

Random Observing. There are also a number of experienced backbone teachers in kindergarten. They form their own unique teaching style in teaching. When we divide the teaching and research group, we make special arrangements, matching the old and the new. We arrange the subjects together, so as to facilitate the exchange and study of the teachers. Therefore, we also pay attention to let young teachers to learn from the experienced teachers. For example, Miss Tian has a distinctive music class. We will temporarily organize her team, classmates and young teachers to observe. In this way, the teaching demonstration of the old teachers solved the teaching confusion of young teachers. It is better for young teachers to understand than oral explanations. At the same time, temporary observation and random learning belong to the hall observations. They are flexible and will not bring pressure to the class teacher.
Creating Opportunities to Demonstrate and Train the Talent of the Young Teachers

Although young teachers lack experience in teaching, they also have their own special skills. As principles, we should be good at discovering the strengths and merits of them and offering them the opportunity to show them. In the big event, we boldly started young teachers to host the program. In this way, it shows the new force of kindergarten. It also exercises the courage and adaptability of young teachers. We will carry out the speech contest for young teachers and exercise their eloquence. In class work discussions, we encourage young teachers to speak more. They are encouraged to take the initiative to find problems and grasp class management methods, so as that they can work as the headmaster as early as possible. We also develop teachers' special skills by carrying out training work. For example, Miss Shang’s piano-playing is good, so that she can give lectures in the whole kindergarten. It is not only an important way of teaching training, but also a kind of promotion for young teachers. We will carry out the speech contest for young teachers and exercise their eloquence. In class work discussions, we encourage young teachers to speak freely. They are encouraged to take the initiative in finding class problems and grasping class management methods. They can work as a headmaster as early as possible. We carry out training work to strengthen teachers' special skills. For example, Xiao Shang’s piano method is good, so that she will give a lecture about it. This is not only an important way of training, but also a kind of improvement and promotion for young teachers.

Improve the Incentive Mechanism and Encouraging Young Teachers to Be Proactive

Our kindergarten constantly establishes and improves the reward and punishment system, quantitative assessment, and management measures. We have established awards for teaching excellence and teaching progress among young teachers and encouraged teachers to make active innovations in class work. Young teachers love to use the Internet and other means, so we guide them to create a class blog, class QQ group, and to do a good job for parents. At the same time, we give appropriate awards for that. We have an award for teaching excellence and teaching progress every month. The awards are linked to the salaries of teachers. At the same time, we commend these teachers in the school-wide. This approach mainly embodies the affirmation and recognition of the work of young teachers. Their work enthusiasm has been improved to a great extent. While instructing young teachers in their daily work, we also encourage them to improve their theoretical level and scientific research ability. We encourage them to write, reflect and write articles, and actively participate in theses competitions of the cities and provinces. We reward the award-winning teachers at the same time. Under the management of the incentive mechanism, young teachers are no longer indifferent to writing articles, but are now active in participation. Their enthusiasm for writing articles gradually increased. Articles from individual young teachers were awarded and published in provincial journals. Therefore, the continuous improvement of the incentive mechanism is a guarantee to promote the healthy growth of young teachers. It is also a guarantee that young teachers will gradually become better children educators.

Conclusion

The training and education of young teachers is an important foundation for the sustainable development of a kindergarten. Without an excellent team of young teachers, the long-term development of kindergartens will be seriously restricted. Therefore, to cultivate and improve the quality of young teachers is the need for the survival and development of kindergartens and the need for the current educational reform and development. Kindergarten principles should adhere to the "people-oriented" management concept, respect, understand, care, help, encourage and trust young teachers. We need to work hard to build the best platform for promoting the all-round growth of young teachers, and explore the best way to encourage teachers to stand out. Young teachers can thrive in practice in this dynamic and hopeful community.
References


