

# EXPLORE THE PROBLEMS AND STRATEGIES EXISTING IN THE COMPREHENSIVE QUALITY TRAINING OF PRESCHOOL TEACHERS

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## Abstract

In recent years, with the continuous development of the preschool teacher team, more and more attention has been paid to the comprehensive quality training of preschool teachers. The full text takes the kindergarten teachers around the author as the object, conducts a questionnaire survey from various perspectives on the cultivation of the comprehensive quality of kindergarten teachers, and combines interviews with random kindergarten teachers, aiming at a preliminary understanding of the current situation of the comprehensive quality of kindergarten teachers, and to find out the factors that affect the comprehensive quality of kindergarten teachers. Factors of quality development, analyze and explore the various reasons behind the current problems, and propose relevant strategies to lead more preschool teachers to continuously learn to improve the overall quality of preschool teachers, keep up with the pace of teachers in the new era, and thus promote the quality of preschool education further improvement.

**Keywords:** Preschool Teachers, Comprehensive Quality, Problem Inquiry.

## 1. INTRODUCTION

Every step of children's growth is crucial, and kindergarten teachers are the first guiding light on the road of children's growth, guiding children to take a key step in life, which is of very important significance to the early development of children, so the comprehensive quality training of preschool teachers is also very important.

Keeping up with the pace of teacher development in the new era, China has issued the document of Ten Guiding Principles for Professional Behavior of Kindergarten Teachers in the New Era. It mainly includes the unswerving political direction, consciously patriotic and law-abiding, concentrating on education, spreading excellent cultural regulations and so on (The Ministry of Education, 2019).

The ten suggestions show that the party and the country attach great importance to the cause of preschool education. Each of them not only positively advocates quality education, but also aims at improving the comprehensive quality and ability of preschool teachers, which requires preschool teachers to develop in an all-round way and keep up with the pace of teachers in the new era.

Children are the future of the motherland, the younger generation is the hope of the motherland, how a person grows into an excellent person, grow into a useful person to the society and the country, this does not entirely depend on how much things learned after growing up, but also depends on the guidance and education at a young age. It is difficult for early education to erase from habits or memory, so the comprehensive quality of preschool teachers is particularly important.

For preschool teachers, the comprehensive quality of preschool teachers has A direct impact on children, and every move of the teacher may be imitated. For example, teacher A takes the initiative to pick up garbage in front of children, guide children to care for the environment with practical actions, and establish good habits of caring for the environment in children's subconscious. Therefore, teachers with good

comprehensive quality, words and deeds are very standard, can cultivate children's good habits in daily life, set a good example for children. The broad distinction between teacher-directed and child-centered approaches in language education has been widely accepted (Campbell, 2018; Egert & Hopf, 2018; Pyle, Poliszczuk, & Danniels, 2018). This distinction was made by Campbell (2018), Egert & Hopf (2018), and Pyle, Poliszczuk, and Danniels (2018). However, because the majority of preschool teachers employ more than one method of instruction, they cannot be categorised as either child-centered or direct teaching (Chiatovich & Stipek, 2016; Stipek, 2004). This is according to research published by Chiatovich & Stipek. It is more likely that teachers will use a variety of instructional methods, and the degree to which they will employ teacher-directed or child-centered approaches will vary from teacher to teacher.

## **2. METHODOLOGY**

### **2.1 Study subjects**

Through the investigation and analysis of the comprehensive quality of A, B and C kindergarten teachers in Xuyi County, we can have a certain understanding of the comprehensive quality of kindergarten teachers in Xuyi County. The paper conducts a series of questionnaire surveys based on preschool teachers, sorts out and analyzes the data of the questionnaire survey, and explores the problems existing in the cultivation of the comprehensive quality of preschool teachers. In this survey, the sample of female teachers accounted for a relatively high proportion, the proportion of preschool professional sample is 60.42%, and the proportion of non-preschool professional sample is 39.58%. From the perspective of educational background, the middle and junior college (high school) accounted for the highest 50.69%. Undergraduate degree accounted for 36.11%. Whether to hold the preschool teacher qualification certificate, some accounted for 53.47%, no accounted for 46.53%. In terms of teaching age, the proportion of 5-10 teaching years is 42.36%.

Then, with the preschool teachers as the interview objects, the interview survey was conducted, recorded and analyzed the interview, and finally, for the summary of the current comprehensive quality status and problems, the relevant guidance strategies for preschool teachers.

### **2.2 Study Methods**

First, questionnaire survey: taking advantage of the learning opportunity, I conducted a questionnaire survey on three kindergartens in Xuyi. In order to ensure the validity and reliability of the questionnaire survey, I set common sense questions, investigated and analyzed the recovered data results, calculated the recovery rate and qualified rate, and tried to get the real data.

Second, interview: In order to further confirm and understand the relationship between the information collected in the questionnaire and the overall quality status of kindergarten teachers, several teachers were randomly selected for interviews. Do the interview work well in advance, prepare the interview outline well, make a good record in the interview, and sort out and summarize it well after the interview.

## 2.3 Questionnaire survey design

### 2.3.1 Sample selection

This questionnaire is conducted in A, B and C kindergartens of Xuyi County, Huai'an city, located at the foot of Liangshan Mountain and on the bank of Huai River. Adhering to the concept of educating people, to promote children's all-round development.

The sample object of this questionnaire was 144 teachers from three kindergartens in Xuyi County. With the help of the principals and teachers, they filled in the questionnaire during their rest time and distributed 144 paper sample questionnaires.

### 2.3.2 Preparation and content of the questionnaire

In this study, 144 preschool teachers were selected to participate in the questionnaire survey method. The first part of the questionnaire mainly focused on the basic situation of the teachers. Questionnaire of the second part mainly from the present situation of the comprehensive quality of preschool teachers, 1-4 question is the present situation of the patriotic law survey, 5-9 is the present situation of preschool teachers Wuxi survey, 10-14 question is teachers to children's attitude and behavior of basic situation of investigation, 15 is the teachers of education teaching attitude and behavior of the investigation status quo, 16-19 question is the investigation between personal accomplishment and parents. In order to ensure the authenticity, the questionnaire was filled in anonymously, and each teacher was asked to choose the option consistent with them.

### 2.3.3. Reliability of the questionnaire

A total of 144 questionnaires were sent to three preschool teachers in Xuyi, and 144 questionnaires were collected, with a recovery rate of 100%. To investigate the validity of the questionnaire, the reliability of the questionnaire was tested.

**Table 1: Reliability Analysis of The Questionnaire of Comprehensive Quality of Kindergarten Teachers**

Name	Correction Total Correlation (CIT)	Item Deleted $\alpha$ Coefficient	Cronbach $\alpha$ Coefficient
Are you familiar with the "Teacher Law", "Kindergarten Teachers Professional Standards" and other relevant laws and regulations	0.402	0.839	0.845
Do you know the basic rights and basic responsibilities of preschool teachers	0.315	0.843	
Do you agree that the love of children is the love for the country and the love for the people	0.384	0.840	
In an emergency, can you first remember to use the law to protect your children	0.443	0.839	
The reason why you choose the preschool teacher profession is that	0.251	0.846	
Are you satisfied with your work	0.595	0.831	
Do you want to change your career if you have the chance	0.364	0.841	
What do you think of the current social status of kindergarten teachers	0.634	0.827	
As a kindergarten teacher, can you experience the satisfaction from the education of young children	0.585	0.831	
Whether your daily childcare behavior can strictly comply with the "Professional Standards for Kindergarten Teachers" (trial)	0.503	0.835	
Do you find the presence of corporal punishment or disguised corporal punishment around you	0.399	0.840	

Name	Correction Total Correlation (CIT)	Item Deleted $\alpha$ Coefficient	Cronbach $\alpha$ Coefficient
Can you insist on paying attention to your daily attitude and words, and be a teacher	0.500	0.835	
Can you insist on doing respect, love and trust young children	0.564	0.832	
Can you insist on treating every child equally	0.422	0.839	
What kind of relationship between parents and you in the process of parents communicating with you	0.173	0.850	
Are you able to dress appropriately and behave generously during your work period	0.514	0.834	
Can you fully listen to the child's voice and respect the children in the process of communicating with children	0.532	0.834	
The main way of communication between you and your parents	0.339	0.846	
Will you take the training to improve your teaching ability in your spare time	0.438	0.838	
Normalized Cronbach $\alpha$ coefficient: 0.849			

As shown in the table, the Cronbach  $\alpha$  coefficient is 0.845, greater than 0.8, and the reliability of the studied data is of high quality.

### 3. RESULTS

#### 3.1 Patriotic and law-abiding

**Table 2: Current Situation of Children's Patriotic and Law-Abiding Survey**

Name	Option	Frequency	Percentage (%)
Are you familiar with the "Teacher Law", "Kindergarten Teachers Professional Standards" and other relevant laws and regulations	Very familiar with	40	27.78
	More familiar with	70	48.61
	Not familiar with	34	23.61
Do you know the basic rights and basic responsibilities of preschool teachers	Very familiar with	40	27.78
	Compare the understanding	74	51.39
	don't know much	29	20.14
	I don't know at all	1	0.69
Do you agree that the love of children is the love for the country and the love for the people	It makes great sense. I agree	55	38.19
	Not quite agree with it, but you can accept it	79	54.86
	Do not agree, feel unreasonable, do not understand	10	6.94
In an emergency, can you first remember to use the law to protect your children	Always can	51	35.42
	Sometimes can	90	62.50
	Can't help	3	2.08
amount to		144	100.0

As shown in table, in this survey, from the distribution of relevant documents familiar with the Teachers' Law and Professional Standards for Kindergarten Teachers, the familiar samples accounted for 48.61%. As for whether to understand the basic rights and obligations of preschool teachers, the sample proportion accounted for 51.39%. Love for children is the love of the country, the love of the people, 54.86% of the teachers do not agree, but can accept it. In an emergency, 35.42% of the teachers could first use the law to protect their children.

### 3.2 Love and dedication

**Table 3: Investigation Status of Preschool Teachers' Love and Dedication**

Name	Option	Frequency	Percentage (%)
The reason why you choose the preschool teacher profession is that	In order to make a living	33	22.92
	Work is relatively stable, with summer and summer vacations	74	51.39
	Love for young children can realize their self-worth	34	23.61
	Salary benefits and benefits	3	2.08
Are you satisfied with your work	Very satisfied	37	25.69
	More satisfied	76	52.78
	Not very satisfied	30	20.83
	far from grunted	1	0.69
Would you want to change your career if you had a chance	Be eager to change	27	18.75
	Hope to change	68	47.22
	not wish	45	31.25
	cannot be designated as	4	2.78
What do you think of the current social status of kindergarten teachers	very high	26	18.06
	Higher	54	37.50
	same as	52	36.11
	lower	9	6.25
	Very low	3	2.08
As a kindergarten teacher, can you experience the satisfaction from the education of young children	often	39	27.08
	sometimes	75	52.08
	a fat lot	28	19.44
	never	2	1.39
amount to		144	100.0

As shown in table, in this survey, 51.39% chose preschool teachers due to their stable work and winter and summer vacations. Satisfaction with this job accounted for 52.78%. If you have the chance, do you want to change your career? More than 40% of the teachers want to change, and 31.25% do not want to change. It is considered that 37.50% of preschool teachers choose a relatively high social status, and 36.11% have a general social status. Sometimes they can experience satisfaction from early childhood's education " accounted for 52.08%.

### 3.3 Attitude to young children

**Table 4: Investigation Status of Preschool Teachers' Love and Dedication**

Name	Option	Frequency	Percentage (%)
The reason why you choose the preschool teacher profession is that	In order to make a living	33	22.92
	Work is relatively stable, with summer and summer vacations	74	51.39
	Love for young children can realize their self-worth	34	23.61
	Salary benefits and benefits	3	2.08
Are you satisfied with your work	Very satisfied	37	25.69
	More satisfied	76	52.78
	Not very satisfied	30	20.83
	far from grunted	1	0.69
Would you want to change your career if you had a chance	Be eager to change	27	18.75
	Hope to change	68	47.22

Name	Option	Frequency	Percentage (%)
	not wish	45	31.25
	cannot be designated as	4	2.78
What do you think of the current social status of kindergarten teachers	very high	26	18.06
	Higher	54	37.50
	same as	52	36.11
	lower	9	6.25
	Very low	3	2.08
As a kindergarten teacher, can you experience the satisfaction from the education of young children	often	39	27.08
	sometimes	75	52.08
	a fat lot	28	19.44
	never	2	1.39
amount to		144	100.0

As shown in table, in this survey, "whether the daily childcare behavior can be strictly in accordance with the Professional Standards for Kindergarten Teachers (trial)", the distribution of most teachers are "sometimes", and the proportion sample is 45.14%. And 37.50% is "always". From the perspective of "whether there is corporal punishment or disguised corporal punishment", the sample proportion of "no" was 61.11%, and 38.89% were "yes". From the perspective of "adhering to our daily attitude and words, and being a teacher", more than 30% of the samples are "always", and the proportion of "sometimes" is 34.03%. From "can insist to respect, love and trust children", more than 40% of the sample choose "sometimes". The proportion of samples choosing "sometimes" was 41.67% and 31.25%.

### 3.4 Personal cultivation and home together

**Table 5: Investigation Status of Preschool Teachers' Personal Accomplishment and Home Co-Education**

Name	Option	Frequency	Percentage (%)
Are you able to dress appropriately and behave generously during your work period	Can always	44	30.56
	Often can	63	43.75
	Sometimes can	32	22.22
	Very few can	5	3.47
Can you fully listen to the child's voice and respect the children in the process of communicating with children	Can always	40	27.78
	often	71	49.31
	a fat lot	33	22.92
The main way of communication between you and your parents	Transfer communication	32	22.22
	parents' meeting	42	29.17
	telephone	44	30.56
	WeChat group	24	16.67
	Parents Open Day	2	1.39
What kind of relationship between parents and you in the process of parents communicating with you	The relationship between preschool teachers and ordinary parents	60	41.67
	The relationship of the information exchanger	51	35.42
	Partpartnership to educate children	33	22.92
amount to		144	100.0

As shown in table, in this survey, judging from whether you can dress appropriately and behave generously during work, more than 40% of the teachers are "often able", and 30.56% of the sample teachers are "always able". In the process of communicating with children, the proportion of often listening to children and respecting children's ideas was 49.31%."The main way of communication between you and children's parents", the highest proportion of using "telephone" for communication is 30.56%. From "what kind of relationship between parents and you in the process of communication with you?" most teachers are "the relationship between preschool teachers and ordinary parents", the proportion is 41.67%. In addition, the proportion of the "relationship of information exchanger" sample was 35.42%.

### 3.5 Teaching attitude

**Table 6: Investigation Status of Teaching Attitude of Preschool Teachers**

Name	Option	Frequency	Percentage (%)
Do you take other courses outside the class to improve your teaching skills?	often	49	34.03
	between times	62	43.06
	once in a while	29	20.14
	a fat lot	4	2.78
amount to		144	100.0

As shown in table, in this survey, sometimes 43.06% participated in teaching skills training, and 34.03% often participated in training.

## 4. DISCUSSION

### 4.1 Lack of professional and theoretical knowledge

Through the questionnaire, the number of people who were unfamiliar with relevant laws and regulations accounted for 23.61%. Improving the legal quality of kindergarten teachers is conducive to standardizing teachers' teaching behavior, improving the quality of kindergarten education and education, and promoting the professional specialization of teachers (van Druten-Frietman, Denessen, Gijssel, & Verhoeven, 2015).

### 4.2 Lack of teacher ethics

Through the survey, it is found that more than half of teachers can not experience satisfaction from early childhood education. Some teachers have corporal punishment or corporal punishment in disguised form for children, and daily care behavior can not be standard. Teachers not only need to have a good attitude towards life, world outlook and values, but also need excellent psychological quality, good professional ethics and a keen insight into children's teaching. With the continuous growth of the public's demand for preschool education, it is necessary for preschool teachers to accelerate the development of teaching ethics and morality of preschool education, improve themselves, set a good example for children with practical actions, promote the comprehensive quality of preschool teachers and guide correct behavior. The formation of children's habits and the wind of civilization is not achieved overnight, need the guidance and demonstration of teachers, teachers should implement the concept of "setting an example", strive to be an excellent gardener with noble ethics under the background of the new era (Agarwal, Nidhi, 2023).

### **4.3 Incorrect educational attitude**

Through the survey, it is found that more than 40% of the teachers sometimes participate in teaching skills training, which shows that their learning attitude is not correct. Preschool teachers are the core of the kindergarten education system, and the teaching quality of teachers directly determines the quality of kindergarten education (Juridico, Algie, Jose, Diane Clarice N. San, Laririt, Sherynel Unice S. and Valenzuela, Nerizza G., 2023).

### **4.4 Home co-education needs to be improved**

Through the survey, it is found that most teachers and parents have ordinary relationships, accounting for 41.67%. The relationship with parents as information exchanges accounted for 35.42%. From the current development situation, it can be clearly seen that only by carrying out home co-education can we better improve the effect of early childhood education. In the process of home co-education, parents need to provide teachers with children's daily information, so that teachers can have a comprehensive understanding of children. Teachers need to provide help for parents, so that they can deeply realize that campus education is not the whole of early childhood education, and family education also plays a vital role for children (Galvez, Dr. Rosalyn S., 2022).

### **4.5 Lack of resource sharing**

Through interviews, it was found that various kindergartens rarely organized mutual communication and learning activities. "Cooperation and communication" is a progressive concept that evolves over time, and we need to learn from each other, encourage and support each other without ignoring our own style and characteristics. At present, the implementation of cooperation and sharing of high-quality resources is not only an important way for kindergarten teachers to advance hand in hand and improve together, but also an effective measure to promote the overall improvement of regional education quality and promote the balanced development of regional preschool education (Dwivedi, Archana, 2023).

## **5. CONCLUSION**

### **5.1 Strive to improve your professional quality**

Ma Ting pointed out that the key to high-quality preschool education lies in the professional knowledge and quality of preschool teachers, and building a team with a stable structure and excellent professional quality level is the basis of ensuring the quality of preschool education (Jandoquile, Lorence-Rose C. and Cruz, Maria Eliza P., 2023). Kindergarten teachers should respect children, trust children, care about children, and truly understand children. We should constantly innovate, learn more experience from excellent teachers, and constantly improve our professional knowledge and quality.

### **5.2 Strengthen the construction of teachers' ethics**

Parents are the first teachers of children, and early childhood educators are the first guide of early childhood education, but also an important part of children's development, and they shoulder the task of educating and protecting children. At this stage, the educators are both teachers and parents for the children, guiding and starting the children's behavior patterns, their understanding of the world, and in the



aspects of art and culture. All the words and deeds of kindergarten teachers will have a great impact on children's psychological, physical and personality and other key factors, and teachers' ethics have a positive effect on children's growth.

### **5.3 Lifelong learning and constant reflection**

Liu Yanjin and Zhong Yang stressed the diversity of The Times and required early childhood educators to develop their careers through lifelong learning. Lifelong learning is a necessary survival quality for today's early childhood educators, and also a necessary way of career development, that is, every early childhood educator must make use of the conditions and opportunities of lifelong learning to adapt to the changes in education and social development (Rosales, Enrico F., Cruz, Jane Tricia N., Rosa, Jennylou B. Dela and Cansino, Gigi Gabriel B., 2022).

Preschool teachers should constantly self-reflect, so that they can get a balanced development between theory and practice, and learn skills from the inside out. We should keep up with the development of the information technology era, constantly improve and improve our own information technology, and use it for the routine education and teaching of preschool children, improve the quality of early childhood education, at the same time learn relevant knowledge in other fields, and update new ways of education.

### **5.4 Pay attention to home co-education**

Teachers' attitude must change and they should communicate well with parents. Parents and teachers are children's guides. Parents get along with children day and day, and have a deeper understanding of children. Teachers can find more shining points of children through parents, and better guide children's development. The relationship between teachers and parents is promoted together, grow together, is each other's partners, participants and actors. Teachers need to take into account parents' needs and ideas, and communicate their goals and curriculum needs to parents. Parents need to know what the teacher is doing and why they do it anyway.

### **5.5 Promote resource sharing**

To promote the realization of resource sharing, Xu Donghong proposed to improve the teacher training system, establish a learning and research platform for resource sharing, and pay attention to the humanistic development of early childhood educators (Borromeo, Demie S, Estrella, Noel E., Caparas, Editha R., 2023).

Promote the realization of the outdoor independent game sharing mode between parks. Mr Chen Heqin said: "children to the game for life, more game, more happy", children by imagine some of their experience to form the game, children play a leading role in the game, in the process of the game, the identity of the teacher and children share through dialogue, gradually promote the continuous development of children's independent game.

To promote the realization of the environment creation and sharing between kindergartens, the kindergarten environment is an important place for children to learn, interact and live together, an important working space for early childhood educators, and the most intuitive embodiment of the implementation of kindergarten curriculum.

To promote the realization of kindergarten-based curriculum sharing, Li Xiaofang stressed that the effective development and utilization of school-based curriculum resources is of great significance to promoting children's comprehensive development of curriculum, improving the quality of teachers and creating characteristic kindergartens.

To promote the sharing of network resources platform, preschool teachers can share their experience and solve their puzzles here. All teachers can actively discuss problems, propose solutions, and express their views. This online learning approach can remove time and place constraints, allowing teachers to access, collaborate and self-directed learning anytime, anywhere.

This article first through the domestic and foreign research of preschool teachers comprehensive quality is especially important, due to regional differences, therefore, on the basis of research results at home and abroad, it is necessary to investigate the professional skills of kindergarten teachers in the region and field research, find out the comprehensive quality of kindergarten teachers, and analyze the causes of these problems, in order to effectively improve the comprehensive quality of kindergarten teachers in the region.

So the author use the opportunity to learn, random conducted three kindergarten questionnaire survey and teachers interview survey, on the basis of teachers of kindergarten laws and regulations, corporal punishment children behavior, not often attend training, did not realize the importance of home together, kindergarten learning from each other, the causes of these problems, reasons can be divided into lack of professional theoretical knowledge, lack of ethics strengthen, education attitude is not correct, no form resource sharing between the kindergarten several factors.

In view of the above current problems and reasons, the author puts forward the strategic suggestions to strengthen teachers' professional development and professional ethics construction, maintain lifelong learning, continuous reflection attitude, pay attention to the home co-education, and promote the realization of resource sharing.

With the continuous development of The Times, the comprehensive quality of preschool teachers is more and more attention, the improvement of the comprehensive quality of preschool teachers is very meaningful for children and teachers themselves, which requires teachers to constantly improve the comprehensive quality, so as to further become a high-quality kindergarten teachers, and children coexist like friends.

Preschool teachers 'comprehensive quality growth not only need their own subjective initiative, constantly explore in practice, constantly summarize, more need to master the inevitability of objective law and its mutual restriction, in improving the quality of preschool teacher education and pay more attention to their own development, constantly learning and improve themselves in the work, so as to grow faster, can not be eliminated by times, for China's preschool education career contribution.

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