

CONSTRUCTING MODELS FOR TRAINING, CAREER PRACTICE FOR STUDENTS IN EARLY TEACHER TRAINING BETWEEN TRAINING INSTITUTIONS AND KINDLING SCHOOLS

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Abstract

Developing professional capacity for students in Early Childhood Education is a core factor contributing to improving the quality of preschool teacher training of pedagogical institutions. Practical activities, professional training to develop professional capacity for preschool teacher students should be carried out according to plans, organized closely and scientifically in pedagogical institutions and well-coordinated with preschools. The article presents measures to build a model of linkage between these two coordinators in the formation and development of professional capacity for students to meet the professional standards of preschool teachers and social needs on reforming early childhood education.

Keywords: Construction, practice, profession, preschool teachers.

XÂY DỰNG MÔ HÌNH RÈN LUYỆN, THỰC HÀNH NGHỀ NGHIỆP CHO SINH VIÊN TRONG ĐÀO TẠO GIÁO VIÊN MẦM NON GIỮA TRƯỜNG SƯ PHẠM VỚI TRƯỜNG MẦM NON

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Tóm tắt

Phát triển năng lực nghề nghiệp cho sinh viên ngành Giáo dục mầm non là yếu tố cốt lõi, cần thiết và quan trọng góp phần nâng cao chất lượng đào tạo giáo viên mầm non của trường sư phạm. Hoạt động thực hành, rèn luyện nghiệp vụ để phát triển năng lực nghề nghiệp cho sinh viên mầm non cần được thực hiện theo kế hoạch, tổ chức chặt chẽ, khoa học trong trường sư phạm và phối hợp tốt với trường mầm non. Bài viết trình bày biện pháp xây dựng mô hình liên kết giữa trường sư phạm với trường mầm non trong việc hình thành và phát triển năng lực nghề nghiệp cho sinh viên đáp ứng yêu cầu chuẩn nghề nghiệp giáo viên mầm non, nhu cầu xã hội về đổi mới Giáo dục mầm non.

Từ khóa: *Giáo viên mầm non, nghề nghiệp, thực hành, xây dựng.*

1. Make a problem

Resolution 29-NQ/TW on fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration, was stated clearly in the overall goal: To create fundamental and strong changes in the quality and effectiveness of education and training; To better meet the national construction and defense work and the people's learning needs; To educate Vietnamese people to develop comprehensively and bring out the best potential and creative ability of each individual; love family, love country, love compatriots; Live well and work productively. (Party Central Committee, 2013)

The objectives of higher education are stated in the Law on Education: To train learners to develop comprehensively in virtue, intelligence, body and beauty; to have professional knowledge, skills and responsibilities; to have the ability to grasp scientific and technological advances commensurate with their training level, the ability to self-study, create, and adapt to the working environment; to have an entrepreneurial spirit and a sense of service to the people. (Congress, 2019)

The activities of educating, training and developing professional capacity for students in the field of Early Childhood Education is an important task of pedagogical institutions in the renovation of education and training of the whole country in general and the field of Early Childhood

Education in particular. The quality of training preschool teacher students, the training products of pedagogical institutions meeting the standards of preschool teachers need to contribute together, associated with the responsibility and great role of the preschool. It is the connection in the training activities of pedagogical institutions with the use of training products of preschools and preschool educational institutions. That should confirm that the responsibility of the two coordinators in the process of training human resources of preschool teachers for the society. Therefore, it is very necessary to build a model of linkage between the two coordinators in training, forming and developing vocational competencies for preschool teacher students. Strengthening professional capacity, practical experience, and basic access to professional working environment is the current educational trend. Therefore, the link to share responsibility in training between the two coordinators, the students' practice establishments and the use of labor resources from the pedagogical schools are indispensable in today's vocational training.

The research uses the following methods: document reference, interview, data collection and processing method.

2. Contents

2.1. The reality of professional practice in training preschool teachers

Statistics on the volume of professional practice from the bachelor's degree program in Early Childhood Education of some universities are as follows:

Table 1. The volume of professional practice in preschool teacher training (activities, credits)

Order	Name of School	Number of credits	Practice pedagogical skills regularly	Pedagogical practice	Graduation Internship	Total
1	Hanoi National University of Education	136	1	4	8	13
2	HCMC University of Education	130	4	-	6	10
3	An Giang University	132	4	4	5	13
4	Dong Thap University	135	8	2	8	16

From Table 1, it shows that the preschool teacher training programs in which activities on professional practice of students in pedagogical institutions currently have some limitations. Pedagogical institutions are implementing 4-year training programs

for the university system of preschool education with about 130-136 credits. In which, the part of regular pedagogical training at the training institution according to specialized modules on educational methods in various fields, child care and nurturing

has from 1-8 credits. The professional practice part done at the preschool students has a duration of 6-12 credits, including the pedagogical practice module and the graduation practice module. Thus, if the above-mentioned duration is taken, students have a proportion of professional practice at preschools that is not commensurate with the 3 or 4 year study time in pedagogical institutions. (Dong Thap University, An Giang University, Ho Chi Minh City University of Education, Hanoi National University of Education)

According to survey responses, pedagogical institutions urgently need to create a network of preschools for students to practice their profession regularly, but encountering unfavorable factors. Some preschools are operating in the area, but their small scale cannot meet the school's facilities, the class groups are not suitable for all age groups, and the young preschool teachers are inexperienced in providing vocational guidance for the children student. Some other preschools are far away from pedagogical institutions, making it inconvenient for students to travel in regular professional activities, while pedagogical institutions lack pedagogical practice schools for students of all levels.

The Education Law stipulates: Pedagogical institutions established by the State to train and foster teachers and educational administrators are given priority in recruiting teachers, arranging education managers, and investing to build facilities, dormitories and secure training funding. Pedagogical institutions have practice schools or practice facilities. (Clause 3. Article 74., National Assembly, 2019)

On the other hand, according to the survey opinion, if pedagogical institutions have a practice school, the size of the pedagogical practice schools will not meet the requirements of professional practice for students. Ho Chi Minh City University of Pedagogy and An Giang University do not have practical preschools; Hanoi Pedagogical University has Bup Sen Xanh Kindergarten, and Dong Thap University has Hoa Hong Kindergarten Pedagogical Practice School, but on a small scale. Therefore, pedagogical institutions need to set up practice schools or preschool practice establishments. Simultaneously with the construction of a network of preschools as satellite practice facilities for pedagogical institutions in order to create conditions for students to practice, form and develop professional skills is an urgent need.

2.2. Some models of professional training and practice for students

In the process of vocational training for students of preschool education, pedagogical schools need to build and select linkage models; establish relationships with preschools for students to practice regularly with timely, suitable, effective and feasible programs. Vocational practice at preschool is a lively practical environment that helps students have conditions and opportunities to practice and experience practical jobs to practice and improve their skills. Kindergarten is a friendly and close environment for students to test the theory they have learned in the pedagogical school, and at the same time a place for students to integrate practical training content when they soon transform into teachers. In this paper, we introduce a few models of professional training linkages for preschool students between pedagogical schools and preschools.

2.2.1. Model "Combined"

Pedagogical institutions and preschools coordinate in training and practice activities to share responsibility for teacher training. Teachers of pedagogical institutions are responsible for all theoretical modules, some theoretical practice modules. In other modules, students will practice on suitable children at preschool with preschool teachers. From there, through practice, students have the opportunity to exchange professional knowledge, while simultaneously learning theory and practical application into the practice of education and child care at preschools. Thus, according to this combined model, students are trained and practiced with subjects appropriate to the child's age group with the preschool teacher.

2.2.2. "Cooperation" model

Based on the agreement and cooperation between pedagogical institutions and the preschool at the schools that meet the requirements of facilities conditions, the number of class groups to ensure enough ages, and the capacity to organize pedagogical practice, a team of teachers to guide students to practice,... Preschools develop a plan to assign instructors, internship programs, and practice content for students. On the other hand, teachers and preschool teachers can give coordinate instruction for students to practice improving career skills. Or preschool teachers can go to pedagogical institutions

to participate in the process of training students in modules on child care and nurturing. Or teachers go to preschools to teach students on subjects and preschool teachers demonstrate practice. Therefore, helping students learn and practice at the same time and have the opportunity to approach more at the preschool with the classroom with the children. Thus, according to this cooperation model, students can practice with teachers and preschool teachers both at the pedagogical school and at the preschool.

2.2.3. Model "Learning to be a preschool teacher"

In the model of learning to work as a preschool teacher, students participate in regular practice and training at preschools under the guidance of experienced and professional preschool teachers during their study at pedagogical school. Pedagogical institutions organize for students to come to the preschool to participate in activities to practice their profession. Kindergarten is the main, taking the preschool as the center, students can study and practice according to each activity of groups of children in preschool and the developmental stages of children in preschool during the whole period of time from start to finish of the course. According to the model of Learning to work as a preschool teacher, students have early access to professional practice and the jobs of preschool teachers do every day at the preschool from the first year and then last until the end of the school year study in pedagogical institutions.

2.3. Measures to build a model of professional training and practice for students of preschool education according to the model of linkage between pedagogical institutions and preschools

2.3.1. Identifying and choosing a model of professional training and practice for students in preschool education

Pedagogical institutions determine and select the model of professional training and practice for students based on the following bases: the distance between the two coordinators; preschool facilities; the number of class groups, the staff of preschool teachers and the number of preschool students to choose the appropriate model for students to practice.

Agreement is obtained between the two coordinators on the conditions when students come to the preschool to practice and practice vocational training according to the selected model. They should ensure convenience for students to enter the school,

approaching a group of young people of all ages, a team of experienced and enthusiastic teachers in guiding students to practice at preschool, ... These are the conditions that the pedagogical institution chooses to implement models of professional training and practice for students.

2.3.2. Closely follow the practice of developing training plans, professional practice for students in training preschool teachers

Pedagogical institutions develop a master plan according to the selected model for the whole course and for each semester to agree with the preschool on the curriculum, training content, professional practice, and practice organization form, a group of students with a group of young people, preschool teachers to help students have a good practice and practice environment to achieve the highest efficiency.

In addition to implementing the master plan that has been developed for the whole course according to the selected model of the training program of the Early Childhood Education sector, pedagogical institutions and preschools also need to increase the time for students to participate in the activities. Other extra-curricular activities of the preschools such as contests, cultural performances, club activities, hands-on experience activities, etc., aim to create conditions for students to have many opportunities to apply, express their own abilities, understand deepen the content of theoretical subjects to approach professional activities close to the reality of preschool.

2.3.3. Ensure effective implementation of training and practice plans for students

From the master plan according to the model, they should build a training schedule, practice weekly and monthly for students; assign pedagogical teachers and preschool teachers to coordinate with each other to manage and guide students in groups of preschool classes.

Agreement is made on the evaluation criteria for the content of training and practice of students between pedagogical teachers and preschool teachers to evaluate the training and professional practice of students.

During the process of students performing professional activities at preschool, the pedagogical institution strengthens monitoring and checking students in professional training and practice. From there, it is possible to detect the limitations,

shortcomings of students or the organizations in the process of professional training and practice of students in order to recommend and propose timely remedial measures. At the same time, contributing to the coordination and correction to maintain the rules and regulations in the training and professional practice of students.

2.3.4. Closely coordinate in assessing and grading the quality of students' professional training and practice

Pedagogical institutions and preschools periodically review and summarize to evaluate and grade the quality and results of students' professional training and practice; timely praise and encourage students and teachers in the professional training and practice of students and instructors.

Pedagogical teachers evaluate the application of the theory of the modules to environmental familiarization, field education, etc. Preschool teachers evaluate students' professional training and practice through the organization of activities. educational activities: learning and playing; labor activities; children's eating, sleeping, hygiene activities, etc. (Ministry of Education and Training, 2021)

Then, they should jointly evaluate and rank the quality of students' professional training and practice according to the criteria for evaluating professional standards of preschool teachers on the expression of artistic ability in nurturing, caring, educating children. (Ministry of Education and Training, 2018)

From there, experience is drawn for each practice session, internship of students to implement a better plan to organize training and professional practice for students next time.

3. Conclusion

In the process of teacher training at pedagogical institutions in general and preschool teacher training in particular, professional practice and training activities play an important role and must be given due attention. Therefore, building a model of professional training and practice for students in the training of preschool teachers between pedagogical institutions and preschools is a very necessary job, of great significance, determining the training work profession and skills of students. Therefore, pedagogical institutions need to have strategies to build models of professional training and practice

for students, promote training and develop skills for students in order to improve the quality of preschool teacher training to meet the needs of students preschool teacher professional standards and requirements for preschool education innovation in the current period.

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