

Analysis of the Strategy of Leading the Development of Private Kindergartens in Township central kindergartens



Xinxin Wang^{1,*} & Xiaoming Chu¹

¹Guangzhou University, China

¹Harbin Institute of Technology, China

Abstract: At present, social development enters a new stage, along with the continuous implementation of new education policies, people pay more and more attention to the development of kindergarten education. Township center kindergartens are of great significance to the development of rural preschool education. Strengthening the construction of township center kindergartens has an important impact on the development of private kindergartens. Therefore, relevant educators need to analyze township center kindergartens, learn from the development advantages of township center kindergartens, and continuously improve the teaching quality of private kindergartens. At the same time, private kindergartens need to pay attention to infrastructure construction, meet the actual teaching needs, and provide a good learning environment for children so that each child can be integrated into learning. This paper analyzes and researches the implementation strategies of township central kindergartens to lead the development of private kindergartens.

Keywords: township kindergarten; private kindergarten; leading development

At present, the new education policy is developing deeply and people pay more and more attention to kindergarten education. The demonstration construction of township central kindergartens has an important leading role in the development of private kindergartens and can provide effective guidance for the development of private kindergartens. Relevant education reform policies point out that emphasis should be placed on preschool education in rural areas and the demonstration advantages of township center kindergartens should be given full play. On this basis, township center kindergartens need to strengthen demonstration and leadership to provide sufficient help for private kindergartens and bring good education to young children, so as to promote the long-term development of private kindergartens and create more social and economic benefits for the construction and development of society.

1. Establishing a resource-sharing platform for rural kindergartens

In the actual process of township development and construction, township central kindergartens are of great significance to the rural preschool work and the healthy physical and mental development of young children, so the education department should fully develop the demonstration and leading role of the township central

Corresponding Author: Xinxin Wang
Guangzhou University, China.
Email: wangxinxin@gzhu.edu.cn

kindergartens, strictly manage the township central kindergartens, give guidance to the private kindergartens, effectively promote the development of the private kindergartens, and provide effective protection for the rural preschool work (Liu et al., 2022).

For example, the relevant education departments can create a platform for sharing educational resources in township kindergartens, which can effectively use the educational and teaching equipment, teaching aids and teaching materials in township kindergartens, and if private kindergartens need them, they can share educational resources and provide effective help for the development of private kindergartens, so as to provide good education for young children in villages and provide good development for young children. We can provide guarantee for the development of preschool education in the countryside and contribute to the development of rural preschools.

2. Building a "virtual learning community for rural kindergarten teachers"

In the actual work of building township kindergartens, we can organize teachers from different township kindergartens to establish a "virtual learning community for early childhood teachers" by creating a resource sharing platform for township kindergartens, and with the help of the network information resource sharing platform, we can

exchange and share educational resources, and teachers from different township kindergartens can communicate with each other to share educational teaching experiences and learn from each other effectively. The teachers of kindergartens in different towns can communicate with each other, share their education and teaching experiences, learn effective practices from each other, and continuously improve the education and teaching ability of kindergarten teachers. At the same time, with the help of online learning platform, the gap between kindergarten teachers in different townships can be effectively narrowed to provide better education for young children.

For example, relevant education departments can give full play to the advantages of network information technology and create a network learning resource sharing platform to encourage early childhood teachers from different townships to interact online and realize the sharing of educational resources, and early childhood teachers can share their scientific education and teaching experiences with each other. At the same time, early childhood teachers can learn professional education and teaching knowledge with the help of online learning platform, and continuously improve their education and teaching ability to bring good education to young children, so as to promote the smooth development of private kindergartens and contribute to the long-term development of rural preschool education.

3. Establish and improve the campus network of township center kindergartens

In the actual development of private kindergartens led by township center kindergartens, with the help of creating a campus network of township center kindergartens, private kindergartens in townships can learn to understand the actual operation of township center kindergartens and can learn from the excellent practices of township center kindergartens (Xiao, 2022). At the same time, the creation of a campus network of township center kindergartens can lead private kindergartens to learn and imitate, and provide help for the development of private kindergartens.

For example, township center kindergartens can create a campus network platform to upload their own excellent educational activities to the campus network to provide guidance for private kindergartens, continuously improve the quality of education and teaching in private kindergartens, provide favorable support for the good development of private kindergartens, promote the efficient operation of rural preschool education work, and create more social and economic benefits for the construction and development of society.

4. Hold regular online teaching seminars

Due to the lack of teachers in private kindergartens, at the same time, limited by the nature of private kindergartens with classes, most teachers in private kindergartens lead classes alone and do not have enough time for study and training. Therefore, due to other related factors, the township kindergartens cannot communicate

effectively with the private kindergartens, which makes the development of the private kindergartens hindered. Therefore, it is necessary for township central kindergartens to organize regular teaching seminars to strengthen the communication between township central kindergartens and private kindergartens, promote the long-term development of private kindergartens, and contribute to the good development of rural preschool education (Yin, 2021).

For example, rural central kindergartens can communicate with private kindergartens online with the help of network information technology, and with the help of online teaching and research, rural central kindergartens can communicate and interact with private kindergartens, deeply study effective education and teaching methods, learn from each other, make progress together, continuously improve the education and teaching level of private kindergarten teachers, strengthen the teacher construction of private kindergartens, effectively drive the private The development of kindergartens, and constantly improve the quality and efficiency of rural preschool education.

5. Establishing a quality assurance system for township kindergartens

In the actual work of township kindergartens, it is necessary to effectively play the role of demonstration and leadership of township kindergartens, and the relevant education departments need to supervise and manage private kindergartens, pay attention to the standard management of educational and teaching equipment of private kindergartens, and strengthen the supervision of educational and teaching environment, teaching buildings, indoor and outdoor activity places, canteen configuration, and toys for children in private kindergartens. At the same time, it is necessary to establish and improve the education and teaching qualifications of kindergarten staff and strengthen the training of private kindergarten teachers, so that private kindergartens can be more standardized. In addition, teachers of private kindergartens need to be encouraged to strengthen communication with parents of young children to provide guarantees for early childhood education work, effectively improve the quality of early childhood education and teaching, and lay the foundation for the long-term development of private kindergartens.

For example, the relevant education departments need to strengthen the supervision of private kindergartens, pay attention to the infrastructure construction of private kindergartens, and provide effective protection for children's learning and life in kindergartens. At the same time, teachers of private kindergartens can be organized to attend extracurricular study and training regularly, so as to strengthen the construction of teachers in private kindergartens and continuously improve the quality of private kindergartens.

6. Establish and gradually improve the follow-up guidance system

In the actual process of private kindergarten education and teaching work, private kindergartens need to pay attention to improving the teaching level of teachers. Township central kindergartens need to effectively play a leading role, create an efficient learning platform, and lead the development of other private kindergartens with the help of relevant platforms. Teachers from township central kindergartens can support teaching and provide effective guidance for teachers of private kindergartens, so that teachers from township central kindergartens can strengthen the communication and cooperation with teachers of rural private kindergartens and help each other, so as to effectively improve the rural private kindergarten. The teachers' education and teaching ability can be improved, and the teaching quality of private kindergartens can be improved to provide effective help for the good development of rural preschool education (Wang & Li, 2021).

7. take the road of connotation development with “characteristics” as the core

In the actual development process, rural private kindergartens need to learn advanced education and teaching concepts, optimize and upgrade education and teaching methods, continuously improve the quality of education and teaching, and promote the long-term development of private kindergartens, mainly in the following ways.

7.1 Scientific and reasonable design of school characteristics

In the construction and development of private kindergartens, the development plan of kindergarten characteristics should be formulated. Private kindergartens need to deeply analyze the actual development of private kindergartens, the construction of kindergarten teachers, the development requirements of the community for kindergartens and other factors. Private kindergartens need to create long-term development goals as well as milestones in the process of developing a characteristic development plan. The characteristic development goals of the private kindergarten need to be formulated with the participation of the teachers of the private kindergarten.

7.2 Pay attention to and make efforts to mobilize the initiative and creativity of teachers and students in the development of characteristics

In the construction and development of private kindergartens, we attach importance to the comprehensive quality development of early childhood teachers, build a professional and high-quality early childhood teacher team, and encourage early childhood teachers to actively participate in teaching to promote kindergarten development.

7.3 Forming an operational mechanism for characteristic development

The managers of private kindergartens need to pay attention to the construction of the characteristics of private kindergartens, integrate the characteristic development plan of kindergartens into the reality of the work of private

kindergartens, clarify the relevant initiatives, create the garden-based curriculum and educational and teaching activities of private kindergartens, and provide help for the smooth development of the educational and teaching work of private kindergartens.

7.4 Create an environmental atmosphere for feature development

Combined with the characteristic development goals of private kindergartens, the overall planning of the basic conditions of kindergartens, combined with the relevant standards, to create a good learning and living environment for children, so that each child can develop physically and mentally healthy, to achieve the educational goals of private kindergartens (Chen & Liu, 2021).

7.5 Using educational research to guide the development of characteristics

In the actual work of education and teaching, private kindergartens need to scientifically use modern early childhood education concepts to provide effective education for young children, to develop scientific education and teaching plans, to combine the physical and mental development characteristics of young children, and to implement them in a gradual and orderly manner. At the same time, private kindergartens need to build topics related to the development of young children, and early childhood teachers need to strengthen the educational guidance of young children, constantly exercise the ability of young children, shape the comprehensive literacy of young children, and contribute to the development of the characteristics of private kindergartens.

7.6 Winning parental support and social recognition

In the actual operation of private kindergartens, early childhood teachers need to be encouraged to strengthen communication with parents of young children, so that parents of young children can more fully understand the actual performance of young children in kindergartens, gain the approval and support of parents of young children, encourage parents of young children to integrate into the work of early childhood education, and promote the smooth operation of private kindergarten education by combining kindergarten education with family education. Meanwhile, the publicity of private kindergartens can be strengthened with the help of network information technology, so that more people can understand private kindergartens and promote the long-term development of private kindergartens (Li, 2021).

8. Conclusion

In conclusion, young children are in an important stage of physical and mental development, and preschool education work is of great significance for the good development of young children. Therefore, township central kindergartens need to effectively play their role of demonstration and leadership to effectively drive the development of private kindergartens. Township central kindergartens can give full play to the advantages of network information technology, strengthen online communication with private kindergartens, learn from each

other, learn from effective early childhood education and teaching methods, complement each other's strengths and advantages, and continuously improve the quality of education and teaching in private kindergartens. Township central kindergartens and private kindergartens need to work together to contribute to the cause of rural preschool education.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

References

- Liu, Y., Wu, Y., & Chen, L. (2022). A study on the development and cultivation of teachers in inclusive private kindergartens under the new situation: the case of S city. *Journal of Heilongjiang Teacher Development Institute*, 41(2), 32–34.
- Xiao, H. (2022). A study of private kindergarten teachers' information technology application ability in the context of "Internet+education" era: a case study of four private kindergartens in Kunming. *Teachers*, 3, 60–62.

- Yin, X. (2021). A study on the current situation of teachers' moral and ethical construction in private kindergartens under the perspective of moral education. *Journal of Taiyuan City Vocational and Technical College*, 12, 89–91.
- Wang, Y., & Li, W. (2021). Research on the development and utilization of garden-based curriculum resources in inclusive private kindergartens: the case of Langfang City, Hebei Province. *Journal of Langfang Normal College (Social Science Edition)*, 37(4), 116–121.
- Chen, Y., & Liu, C. (2021). A survey on the current situation of home cooperation in private kindergartens in Qian southeast China. *Chengcai*, 23, 46–48.
- Li, J. (2021). The dilemma and challenges of private kindergartens in the central region in the transformation to inclusive education. *Basic Education Research*, 23, 77–79.

How to Cite: Wang, X., & Chu, X. (2022). Analysis of the Strategy of Leading the Development of Private Kindergartens in Township central kindergartens. *Contemporary Education and Teaching Research*, 3(4), 175–178.
<https://doi.org/10.47852/bonviewCETR2022030415>