

Exploration of Professional Career Development of Preschool Education under the Background of "Internet Plus"



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Abstract: With the arrival of the "Internet Plus" era, Internet technology is profoundly affecting the preschool education profession. This paper discusses the current situation of preschool education professional career development and the problems it faces under the background of "Internet Plus", and puts forward four innovative paths. These include broadening career development channels to enhance job diversity; promoting distance education and online training to expand career learning channels; creating an online-offline integrated education model to enrich career choices; and strengthening the integration and sharing of industry resources to promote career co-development, aiming to promote the vocational skills upgrading and diversified development of preschool education practitioners. By strengthening the integration and sharing of industry resources, breaking down the barriers between institutions and employers, promoting school-enterprise and school-local co-operation, and constructing a complete education ecosystem, preschool education practitioners can not only better adapt to the market demand, but also realise the sustainable development of their careers with the help of Internet technology.

Keywords: internet plus; preschool education; intelligent teaching; distance education; career development; resource sharing

Introduction

With the rapid development of Internet technology and the arrival of the "Internet Plus" era, the way of work and the mode of development in all walks of life have undergone profound changes. In the field of preschool education, the intervention of the Internet has changed the traditional teaching methods, and also affected the training of talents and career development. Under the background of "Internet Plus", the development of preschool education majors shows the trend of digitalisation, networking and intelligence. Through the introduction of Internet technology, the preschool education profession has been significantly improved in curriculum design, teacher training, home-school interaction, etc., which not only provides educators with richer career choices, but also provides young children with more diversified and personalised learning experiences. Therefore, it is of great practical significance to explore the impact of

"Internet Plus" on the professional development of preschool education.

1. The Current Situation of Career Development of Preschool Education Majors

The traditional career development model of preschool education majors mainly relies on offline physical education institutions, such as kindergartens and early education centres. Under this model, the career development path of preschool education practitioners is relatively single, mainly focusing on teaching positions, and career advancement mainly relies on the transition from teachers to management, which usually includes the gradual development from early childhood teachers to management positions such as grade group leaders, teaching and research group leaders, and garden directors.

In the context of a rapidly changing society, the career development of preschool education has faced many challenges in recent years. Firstly, there is a disconnect between demand and supply. The pre-primary education professionals trained by many

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institutions are unable to fully meet the actual needs of kindergartens and early childhood education institutions. The teaching content of the institutions is relatively outdated and fails to adapt to the demand for complex and innovative talents in the early childhood education market in a timely manner, resulting in a lack of diversity and flexibility in the career development of graduates. Secondly, the problem is further aggravated by the lagging and rigid teaching mode. Many schools have a single curriculum and a limited choice of pathways, making it difficult for students to personalise their learning according to their individual interests and market demand, and this rigid model restricts the professional growth of practitioners. Third, the lack of teachers, especially in rural areas, has led to overburdened teachers and frequent burnout, affecting the professional development of preschool education professionals (Liu & Lei, 2024). Fourth, despite the gradual application of Internet technology in the field of education, the application of digital tools and platforms in preschool education is relatively low, and most practitioners have not yet made full use of these resources to improve the efficiency of teaching or to expand their career space. This series of status quo constrains the professional growth of preschool education practitioners in the context of the new era, and also brings new challenges to their careers.

2. "Internet Plus" for Preschool Education Professional Career Development Assistance

2.1. Broaden career development channels and enhance job diversity

The "Internet Plus" has greatly broadened the career development channels for preschool education professionals and enhanced the diversity of positions. The traditional preschool education career is mainly concentrated in the field of kindergarten teachers, the development path is relatively single. And with the widespread application of Internet technology, preschool education professionals can break the limitations of traditional career development and open up more possibilities through online education platforms, educational content creation, early childhood education consulting and other emerging positions. Especially in the context of the booming development of online education, teachers can disseminate high-quality preschool education

resources to a wider area through live lectures and recorded courses, expanding the influence of the profession (Wang, et al., 2023). At the same time, the Internet platform also provides more flexible employment opportunities for preschool education professionals, breaking the time and geographical restrictions, so that practitioners can be flexibly employed according to their own schedule. With the help of the Internet, preschool education professionals can have easier access to advanced education concepts and practices around the world and promote their own professional growth. These changes have not only enhanced the diversity of jobs, but also created a broader space for the development of practitioners' careers.

2.2. Promoting digital upgrading of vocational skills

"Internet Plus" has brought significant digital upgrading to the vocational skills of preschool education professionals, greatly enhancing their professional competitiveness. The application of Internet technology makes it easier for preschool education professionals to access advanced educational resources and training opportunities, and to carry out professional learning and skills upgrading at any time through online platforms, which are no longer restricted by time and place. This flexibility helps practitioners adapt to changes in the industry more quickly and master the latest educational concepts and teaching methods. The application of technologies such as big data and artificial intelligence has made the management and teaching tools of preschool education more intelligent and efficient (Xie & Yang, 2021). For example, through artificial intelligence tools, teachers can more accurately understand the learning characteristics and progress of students, provide personalised teaching plans, and improve teaching effectiveness. In addition, digital tools help teachers use richer and more diverse interactive methods in the classroom, such as virtual reality (VR) and other technologies, to enhance the interest and participation of the classroom. Overall, "Internet Plus" not only improves the skill level of preschool education professionals, but also provides them with smarter and more modernised career development paths, injecting new momentum into the innovative development of the whole industry.

2.3. Strengthening home-school interaction and sharing of educational resources

"Internet Plus" not only promotes the development of the preschool education profession, but also plays a key role in home-school interaction and educational resource sharing, greatly enhancing the professional value and work efficiency of preschool education practitioners. Through the application of Internet technology, communication between parents and teachers has become more convenient and efficient. Teachers can report students' learning to parents at any time through the online platform, share the progress of teaching, and respond to parents' concerns in a timely manner. This real-time interaction enhances home-school co-operation and enables teachers to have a more comprehensive understanding of their children's developmental environment, so that they can formulate more appropriate educational strategies.

The Internet platform also makes the sharing of educational resources more convenient and extensive. Teachers can access a huge amount of teaching resources through the digital platform, such as teaching videos, lesson plans, interactive games, etc., to further enrich the teaching content and improve the quality of teaching. At the same time, teachers can also communicate and share their teaching experience with their peers to enhance their professional competence. Through this kind of resource sharing and interaction, preschool education professional practitioners can work more efficiently and improve their professional innovation ability and sense of professional achievement, which in turn promotes the professionalisation and modernisation of the whole industry (Wang, 2024).

3. The Innovative Path of "Internet Plus" to Promote the Professional Development of Preschool Education

3.1. Building an intelligent teaching platform to improve teaching efficiency and personalised service

Building an intelligent teaching platform is one of the important paths to promote the professional development of preschool education under the background of "Internet Plus". Through the introduction of big data, artificial intelligence and other advanced technologies, the intelligent teaching platform can not only improve teaching efficiency,

but also provide more personalised services, thus promoting the professional development of preschool education practitioners.

The intelligent teaching platform can help teachers understand students' learning progress and individual differences in real time through data collection and analysis, and tailor the teaching programme for each student. This not only improves the relevance and effectiveness of teaching, but also better meets students' individual needs and enhances the interactivity and flexibility of teaching. The intelligent platform can open up the interaction between institutions and employers, build a "teaching community", and optimise the match between teaching content and market demand. Through this platform, Preschool education institutions can understand the demand for teachers in early childhood education institutions in a more timely manner, adjust the curriculum, enhance the fit between Preschool education majors and the actual job requirements, and ensure that the cultivated talents are better able to perform their future jobs (Liu, 2024). This mechanism of close integration of supply and demand provides more opportunities for students' career development, helps them adapt to the demands of the workplace more quickly, and enhances their employment competitiveness. In addition, the intelligent teaching platform can reduce teachers' repetitive work in preparing courses and assessing students through automated teaching support functions, so that teachers have more time and energy to devote to teaching innovation and student development. For example, the platform can automatically generate personalised learning reports, conduct real-time classroom interactive feedback and provide diversified teaching resources, greatly improving the convenience and efficiency of teaching. The intelligent platform can also provide teachers with online collaboration tools to facilitate experience sharing and joint lesson preparation with their peers, thus promoting collaboration and growth among teachers and forming a teaching community for in-depth cooperation.

Through the application of the intelligent platform, preschool practitioners can not only improve their vocational skills and professionalism, but also adapt to the market demand more precisely. This model provides practitioners with a wider space for career development, promotes the modernisation

of the preschool education industry, and helps the efficient and sustainable development of the whole industry.

3.2. Promoting distance education and online training, expanding vocational learning channels

Promoting distance education and online training is one of the important ways to promote the professional career development of preschool education in the era of "Internet Plus", which provides preschool education practitioners with more flexible and personalised learning and career enhancement opportunities by expanding diversified learning channels. Traditional education modes are often limited by time and place, especially for in-service teachers, making it difficult to balance the needs of work and study. The promotion of distance education and online training, however, breaks down the time and space constraints and enables teachers to learn anytime, anywhere using online platforms. This mode is not only suitable for in-service teachers to enhance their professionalism, but also provides strong support for diversification of career development.

Through distance education, preschool practitioners can choose different types of online courses and easily acquire the latest educational concepts, teaching methods and professional skills. The flexible mode of selection provides practitioners with targeted learning paths. For example, teachers can choose courses related to their own career development direction, learn how to use Internet tools to improve teaching effectiveness, or improve kindergarten management skills through special management courses, thus achieving personalised career advancement. Such a selection mechanism can effectively solve the problem of difficulties in the implementation of traditional teaching choices, so that preschool education practitioners can flexibly adjust their learning content according to their personal needs and market changes (Wen, 2024). In addition, the interactivity and resource-sharing advantages of online training platforms also provide teachers with rich communication opportunities. Through these platforms, teachers are not only able to share their teaching experience with experts and peers in the industry, but also participate in cross-regional and cross-institutional co-operation and discussion, further broadening their professional horizons and accumulating diversified professional

experiences. Through this diversified and composite learning guarantee system, teachers are able to gain more practical experience and support for their professional growth, and adapt to the social demand for high-quality early childhood teachers. This approach not only helps practitioners to comprehensively improve their professionalism and skills, but also effectively promotes the professionalisation and modernisation of the entire pre-primary education industry. With the help of this flexible learning platform, preschool practitioners are able to continuously improve their competitiveness and better cope with the educational challenges and career opportunities of the new era.

3.3. Creating an online and offline integrated education model to enrich the choice of vocational positions.

Creating an online and offline integrated education model is one of the key strategies to promote the professional development of preschool education under the background of "Internet Plus". The combination of online and offline education can not only enrich the teaching form of preschool education, but also provide practitioners with more choices of professional positions and help career development. The education model of online and offline integration can break the limitations of the traditional classroom, and through the online teaching platform, teachers can teach in the virtual classroom, provide distance learning opportunities, and expand their teaching influence. Teachers can not only carry out daily teaching in kindergartens, but also conduct live lectures or record teaching videos through online platforms for a wider group of students. This opens up new career directions for preschool practitioners, such as online course designers and educational content creators, which greatly increases their career choices. This model also provides practitioners with more flexible working arrangements. Teachers can choose to work in online education or offline teaching according to their own schedules, achieving diversification and personalisation of their teaching work. In addition, online teaching can be combined with offline practical courses, especially in early childhood teaching, teachers can use online teaching to impart theoretical knowledge, and then cultivate students' hands-on ability and social skills through offline practice, to achieve the organic integration of theory

and practice (Chen & Li, 2024). Through this combination of online and offline modes, it not only broadens the career development space of preschool education practitioners, but also prompts them to master more digital skills, which enhances their professional competitiveness in the new era. This flexible and diversified career development model provides a solid foundation for the continuous innovation of the preschool education industry and the long-term career growth of practitioners.

3.4. Strengthening the integration and sharing of industry resources to promote common career development

By integrating quality educational resources within and outside the industry, the vocational skills and professionalism of practitioners can be enhanced, and common development within the industry can also be promoted. Resource integration and sharing can help break down the barriers between institutions, employers and the government, promote school-enterprise and school-local co-operation, form a complete ecosystem of school-government-park integration, and promote the career development of practitioners.

Firstly, by building a unified preschool education informatisation platform, high-quality educational resources, training courses, teaching cases and research results can be centralised on the sharing platform for preschool education practitioners to freely access and learn. This centralised mode of resource sharing can effectively solve the problem of uneven distribution of resources in various regions, help teachers to quickly access the latest educational concepts and teaching tools, and enhance their professional knowledge and abilities. Secondly, the co-operation model of school-government-park integration can lead to cross-institutional and cross-regional co-operation and exchanges. For example, local governments can join forces with institutions and kindergartens and other employers to regularly organise cross-regional teaching seminars and professional training activities through a shared platform, or jointly develop educational resources to enhance teachers' practical skills and teaching innovation (Lv, 2024). This kind of cooperation not only provides preschool education practitioners with more practice opportunities and career development paths, but also enables practitioners to more accurately match the market

demand, so as to realise the sustainable development of individual careers. Once again, resource integration and sharing can accurately match practitioners' individual career development needs. Through school-enterprise collaboration, schools can work with kindergartens and government departments to develop career development plans that meet market and individual needs, and provide tailor-made learning and practice opportunities for teachers at different career stages. This model can enhance teachers' competence and competitiveness at various career stages, leading to continuous growth in their careers.

By bridging the barriers between institutions, the government and employers, resource sharing will form a complete education ecosystem, enabling all parties to participate in the development of pre-primary education. This systematic mode of resource sharing will not only significantly enhance the overall professionalism of the pre-primary education sector, but also promote the long-term development of teachers and the modernisation and sustainable development of the entire pre-primary education sector.

Conclusion

In the context of "Internet Plus", the career development of preschool education majors is undergoing profound changes. The introduction of Internet technology has not only broadened the career development channels of preschool education practitioners, but also provided more diversified learning and career enhancement opportunities. Through the wide application of intelligent teaching platforms, distance education and online training, teachers are able to access resources and upgrade their skills more flexibly, while expanding their career options through the online-offline integration of education modes. The integration and sharing of industry resources also breaks down the traditional barriers between institutions and employers, promotes school-enterprise and school-local co-operation, and provides a more solid guarantee for the professional growth of Preschool education practitioners. Looking ahead, the deep integration of Internet technology and education will continue to bring more opportunities for the preschool education profession. Digital and intelligent teaching methods will further enhance teaching efficiency and personalised services, while resource sharing and

collaboration mechanisms will promote the overall development of the industry. With the continuous progress of Internet technology, the career development of preschool education practitioners will usher in a broader prospect and sustained innovation momentum.

Conflict of Interest

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

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