

## The Differences of Talent Cultivation Methods between Pre-school Education Specialty Students and Male Students

Yuntao Dong<sup>1,a\*</sup> and Fang Liu<sup>2,b</sup>

<sup>1</sup> Kunming Preschool Teachers' college, KM City, Yunnan Province, P.R. China

<sup>2</sup> Kunming Preschool Teachers' college, KM City, Yunnan Province, P.R. China

<sup>a</sup> 617615255@qq.com; <sup>b</sup> 451571988@qq.com

**Keywords:** Preschool Education Major; Talent Training Methods; Differentiation Studies; Boys and Girls Training Mechanism

**Abstract:** It is well known that among the teachers of preschool education, the importance of preschool education for male preschool teachers is self-evident. The extreme shortage of preschool teachers is very detrimental to the cultivation of boys' gender awareness and affects the quality of normal preschool education. Society needs enough male preschool teachers. But contrary to expectations, as far as the current situation is concerned, most boys in preschool education majors are extremely scarce, and the role of men in preschool education positions is seriously inadequate. The purpose of this article is to explore the differences in the ways in which men and women in preschool education specialize in talent training. This article takes the "men's class" and "women's class" run by Y Normal School as the main research object. Through horizontal comparison with other co-educational classes, it compares the education of boys and girls under the vertical and traditional training model, and conducts follow-up surveys. The results of the inquiry show that 80.25% of boys are affected by multiple factors such as the cultivation system, curriculum structure, and campus environment. There are widespread problems such as insufficient motivation for learning and lack of initiative, especially the feminization of these boys. The value of preschool education cannot be brought into full play. In addition, after entering the vocational school, the mentality of 85.65% of girls will develop from momentary excitement to loss and perplexity, which will cause a lot of psychological distress, which will interfere with their learning activities and affect their learning results. Colleges and universities can try to provide some unique courses for boys and girls separately to make up for some congenital deficiencies of boys and girls.

### 1 .Introduction

As the division of labor becomes more and more detailed, modern society needs a large number of excellent preschool teacher resources. The training model for learning preschool education professionals should adapt to the talent training standards and specifications of higher vocational colleges, so that preschool education graduates can quickly adapt and get started quickly after graduation. In addition, with the country's increasing emphasis on preschool education, the construction of the teaching staff as the main body of preschool education should attract more attention, and the problem of the gender ratio of preschool education college students and men is inevitable. Land has become the object of everyone's attention. The feminization of professional students in preschool education brings a series of structural consequences, and female preschool teachers are in a very awkward position. On the one hand, it is believed that women become "best candidates" for kindergarten teachers because of their "femininity" such as gentleness, care, and patience; on the other hand, women are accused of being the feminization of today's boys because of these "femininity" The culprit. " To a certain extent, the feminization of kindergarten teachers has reduced the value of women in the so-called female occupations and increased discrimination against women. To truly promote the physical and mental health of children and allow them to form the correct gender awareness, we should not always focus on men, but from the perspective of both genders, think about how to better promote preschool education students The training of talents

promotes the balanced and high-quality development of the teaching staff for children.

However, since the 1990s, many scholars have done a lot of research on the differences in talent training methods between pre-school education specialty male and female students. However, the previous research on male students was relatively narrow. The importance of teachers in early childhood education is mostly appealing articles. Few people use sociological theories to analyze the training methods of male and female talents in preschool education majors [1-2]. In addition, scholars rarely study this issue from the perspective of feminism. Domestic studies have explored the talent training model of vocational preschool education from different aspects, mainly analyzing the status quo and existing problems from the aspects of talent training model, curriculum system construction, teaching methods, etc., and put forward corresponding suggestions and strategies. However, it is mostly based on one or more aspects of analysis. It has not yet formed a systematic discussion point and practical research system on the training mode of gender differences in pre-secondary education professionals in higher vocational education. The in-depth study of the talent training situation of preschool education majors. In summary, the problem of analyzing the differences in talent training methods between pre-school students and boys is a problem that needs to be urgently solved [3].

This study uses the theory of social and gender division of labor in sociology, the "important others" theory of gender stereotypes, and the theory of social roles to analyze the differences in talent training methods between pre-school students and men. In addition, through this topic, the author tries to expand the theoretical research on the talent training of preschool education majors and influence everyone's perspective of thinking about the problem, break the traditional concept of gender awareness, and construct a new gender concept.

## **2. Method**

### **2.1 Definition of the Core Concepts of Preschool Education Majors and Talent Training Models**

The in-depth development of any research must be based on a certain conceptual connotation. Therefore, clarifying the connotation of the core concepts related to preschool education and its personnel training is the basis for the in-depth development of this research, and also the starting point of some innovations in this research. The preschool education major is established according to the development and needs of the times. This major aims to study the laws of children's growth and the rules of preschool education, promote the comprehensive development of children, and train excellent preschool teachers and others who deal with children [4-6]. This major is dedicated to the combination of theory and practice, as well as the combination of teaching and research. The training objectives of preschool education majors at different levels are different. The preschool education major in higher vocational colleges is to train teachers or managers who have mastered the basic theory, basic knowledge and basic skills of preschool education, and can engage in education, conservation and research in preschool education institutions. In addition, it is generally believed that the talent training model is "the structural style and operation mode of the training process adopted to achieve the training goals, which mainly includes major elements such as professional settings, curriculum models, teaching design, and educational methods." Judging from this relationship, the talent training model is a special form of practical education, and it is the transformation of applying educational theory to the process of talent training. From the perspective of expansion, talent training models can be divided into two broad and narrow senses. The talent training mode in the broad sense refers to different types of educational practice, and the narrow talent training mode refers to the form of educational practice with different characteristics based on different conditions and needs. It is a summary of specific educational practices related to different characteristics of the school [7-9].

### **2.2 Understanding the Differences between Boys and Girls**

Boys are more logical than girls, and girls often think from the bottom of their hearts. When they

encounter problems, they pay more attention to their inner feelings. Men can “turn off” their emotions and solve problems reasonably, so they can easily conflict with girls. Most girls know their thoughts and feelings so they can respond quickly. This is not the case for boys [10]. They need time to think carefully and chew before making a decision. In most cases, men are better at analyzing problems than women. They are born with this ability to clearly see the nature of things and distinguish authenticity. They seem to be outsiders and can watch the situation more calmly. Girls are often dominated by their own feelings, which can distract her and lead to biased perceptions of things. Men are single thinking, while girls are multiple thinking. Boys tend to think about one thing at a time, while girls think about many things at the same time. In other words, boys are more focused than girls. Boys prefer image thinking to girls. Boys are not always able to solve problems with words or words. Surveys have shown that images and photos can help them think quickly. Girls are more dependent on language [11].

### **3. Experiment**

#### **3.1 Questionnaire Survey Method**

In order to truly understand the current status of preparatory education in the field of preparatory education under the differential training of male and female students in preschool education majors in Nanchang, a questionnaire survey was conducted on the training of students in 4 ordinary colleges and universities in Nanchang, Jiangxi Province to collect preschool education The related materials of related majors in related courses and scientific research and teaching are used to deeply analyze the current situation of the difference in the training of preschool education majors between male and female talents, and provide a strong theoretical basis for the teaching of this research work. In this study, 180 questionnaires were distributed to male students of preschool education majors of five-year college students in cy colleges in Nanchang. A total of 158 valid questionnaires were recovered, 5 invalid questionnaires were excluded, and 153 valid questionnaires were recovered. The effective questionnaire recovery rate was 86.1%. A total of 180 valid questionnaires were distributed to female students in preschool education, and a total of 163 valid questionnaires were collected. Excluding an invalid questionnaire, 162 valid questionnaires were recovered. The effective questionnaire recovery rate was 95.3%.

#### **3.2 Interview Method**

In order to gain a deeper understanding of the characteristics and differences in various aspects of teaching methods, academic level evaluations, etc. of male and female graduate teachers in colleges and universities, and the different requirements of society and the market for preschool education men and women professionals, we introduced the kindergarten through the WeChat circle of friends. Telephone and communication contact information for teachers and college graduates, principals, and multiple methods of email and access to 5 male full-time vocational graduate teachers, 5 full-time female college graduate teachers, and 8 full-time teachers Structured interviews were conducted by graduate principals of pre-school kindergartens, five male and five female vocational preschool education students.

### **4. Results**

#### **4.1 Analysis of Interests in Male Courses for Preschool Education Majors**

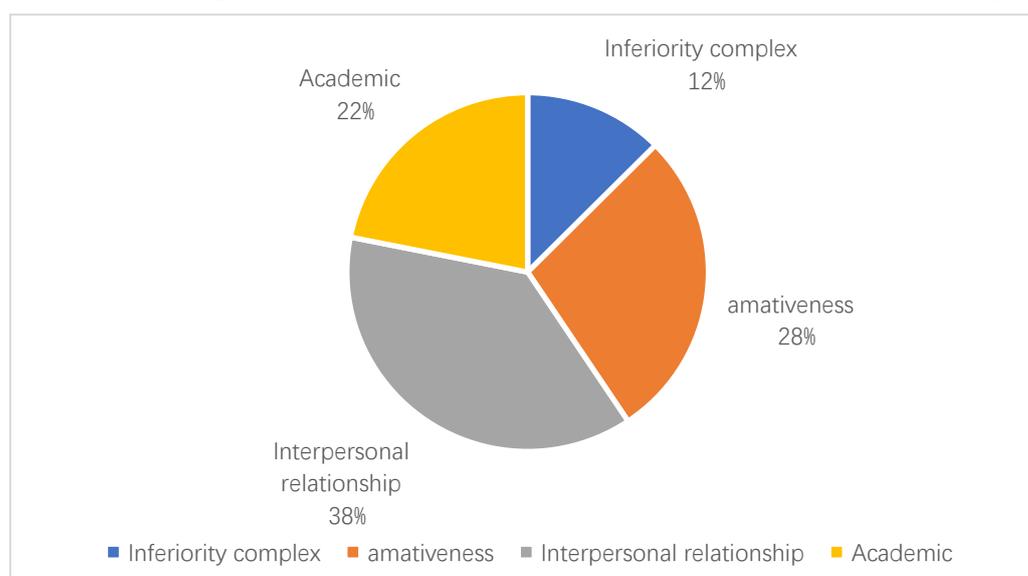
Two hundred male and female pre-school majors were voted online for the courses they liked in the following five courses, and each person could only vote for one course. The data through the background is shown in the following table.

**Table 1.** Voting results

Curriculum	Dance	Computer research	Draw	Music	Martial arts
Male	15	60	20	25	80
Female	60	10	45	65	20
Add up	75	70	65	90	100

Through Table 1, we can find that the interest directions of boys and girls in preschool education majors are different. The two most obvious courses are martial arts and dance. The number of girls who like dance is much larger than the number of boys. It can be seen in these courses that the opposite is true. First of all, colleges and universities should change women-oriented education methods and environments, take into account the actual needs of boys in teaching and management, and add courses that are more attractive to them to stimulate boys' interest in learning and attract more boys to choose. Entered the preschool education major when majoring. Secondly, the reform of teaching material content and teaching methods should be carried out. When planning the curriculum, gender differences must be fully considered, and the needs of male students must be properly taken into account; the existence of male students must be fully taken into account when formulating the curriculum plan. The master's teaching plan and methods enable boys to learn more and improve their overall quality. Finally, in accordance with the characteristics of boys, the teaching methods and evaluation methods of preschool education majors should be reformed. In terms of training goals, don't be too demanding of boys, but be sure that they only need to become talents suitable for teaching and kindergarten management. In the curriculum setting, In addition to basic professional courses and practical courses, you can also start an elective course of arts to improve the learning interest of boys; in the organization of the course, because boys and girls have their own subjects that are good or not good, some courses can be implemented The form of group lessons to ensure that the content taught meets gender characteristics and actual needs. And in view of the current problems of feminized teaching methods and management methods in the majors of preschool education in China's universities, universities should also pay full attention to them. The teacher must consciously get rid of the female way of thinking and adopt more neutral teaching methods and strategies.

#### 4.2 Analysis of Psychological Distress Factors of Female Preschool Education Majors



**Figure 1.** Factors affecting female students' psychological problems

Through Figure 1, we can find that the main factors affecting the psychological status of female students in preschool education majors are interpersonal relationships and love, followed by academics. Interpersonal problems are the most serious problem that plagues girls. Although many

girls urgently need to make friends, they do not know how to deal with conflicts and frictions between female classmates. As a result, they often cause jealousy, discrimination, misunderstanding and suspicion, leading to strained interpersonal relationships among girls. In addition, compared with undergraduate colleges, junior colleges have less pressure, relatively loose management, and students have more leisure time. Many students are empty and do not want to do anything, so they use "love" to pass the time. Girls in this period entered puberty, with rapid physical development, prominent sexual characteristics, youthful vigor, and natural eye-catching. This is understandable. However, the girls in this period did not fully understand the true meaning and responsibility of love. They just felt that falling in love can feel warmth and joy, coupled with the further opening of the Internet and TV media, especially the love stories of Japanese and Korean dramas. A large number of introductions have led many students to become obsessed with illusory romance and even unable to get out. For schools, it is important to strengthen communication education and encourage girls to recognize and communicate with each other in interactive activities. It is important to actively acquire information, exchange emotions, and enhance understanding and self-reflection. In order for them to understand how to build harmonious interpersonal relationships, the most important thing is to realize mutual identity through interpersonal perception. When girls know each other and meet communication needs through information exchange, they can achieve emotional integration and behavior coordination. In addition, girls must be provided with psychological counselling in a timely manner, and girls should be educated in various ways so that they understand the importance of self-esteem and self-love, and ideological education should be strengthened. In particular, adolescent education courses are specially established to help girls understand their physical and psychological characteristics, and to help girls get rid of psychological distress in this field.

## **5. Conclusion**

Because male and female students in preschool education majors have different physical, psychological, and social pressures and social pressure after graduation, we must have some distinctive talent training methods for male and female students. For example, in terms of teaching requirements, schools should teach men and women different traits and develop different curriculum assessment standards to examine the learning effects of boys and girls. Give different help and support according to the different learning and life problems that boys and girls face in school. For example, most girls are more timid than boys when they talk about problems in public, while most boys are not as careful as girls. Therefore, it is necessary for this paper to explore the differences in talent training methods for pre-school education majors. Only by improving the professional core literacy of the male and female students and their ability to cope with problems can we provide a strong guarantee for the high-quality development of our country's early childhood education.

## **References**

- [1]. Muhittin Sağırılı, Burçin Okur. The Analysis of Fourth Grade Primary Students' Reader Self-perceptions in Terms of Gender and Preschool Educational Background[J]. *Journal of Education & Training Studies*, 2017, 5(2):71.
- [2]. Hadi Zarafshan, Maryam Salmanian, Mohammad Reza Mohammadi. Effectiveness of Non-Pharmacological Interventions on Stereotyped and Repetitive Behaviors of Pre-school Children With Autism: A Systematic Review[J]. *Basic & Clinical Neuroscience*, 2017, 8(2):95-104.
- [3]. Atena Salehi Baladehi, Aliasghar Shirazi. Study of the Appropriate and Inappropriate Methods of Visual Arts Education in the Primary Schools According to the Types of Multiple Intelligences[J]. *Tarih Kültür Ve Sanat Araştırmaları Dergisi*, 2017, 5(4):501.
- [4]. Sakire Ocak Karabay. Emotion regulation, teaching beliefs and child-teacher relationships from the perspectives of pre-school teachers[J]. *Education 3-13*, 2017(2):1-15.

- [5]. Aycan Buldur, Esra Omeroglu. An Examination of the Relationship between Pre-school Children's and Their Teachers' Attitudes and Awareness towards the Environment[J]. *Journal of Education & Learning*, 2018, 7(2):221.
- [6]. Cain C. T. Clark, Claire M. Barnes, Nils J. Swindell. Profiling Movement and Gait Quality Characteristics in Pre-School Children[J]. *J Mot Behav*, 2017, 50(6):1-9.
- [7]. Emily R. Fyfe, Percival G. Matthews, Eric Amsel. Assessing Formal Knowledge of Math Equivalence Among Algebra and Pre-algebra Students[J]. *Journal of Educational Psychology*, 2017, 110(1):págs. 87-101.
- [8]. Sharyn K Burns, Jacqueline Hendriks, Lorel Mayberry. Evaluation of the implementation of a relationship and sexuality education project in Western Australian schools: Protocol of a multiple, embedded case study[J]. *BMJ Open*, 2019, 9(2):e026657.
- [9]. Maribel Casas, Joan Fornas, David Martínez. Maternal pre-pregnancy obesity and neuropsychological development in pre-school children: A prospective cohort study[J]. *Pediatric Research*, 2017, 82(4):596.
- [10]. Shantel D. Crosby, Cheryl L. Somers, Angelique G. Day. Examining School Attachment, Social Support, and Trauma Symptomatology Among Court-Involved, Female Students[J]. *Journal of Child & Family Studies*, 2017(3):1-8.
- [11]. P. Esteve, M. Jaén, I. Banos-González. Changes in the level of relationship between invertebrates and society of pre-service primary school teachers, after an educational intervention[J]. *Journal of biological education*, 2019(4):1-16.