

Innovation and Practice of the "Segmented - Through" Education Internship Model for Publicly Funded Normal Students in Higher Vocational Colleges

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Received: October 11, 2025; Accepted: October 20, 2025; Published: October 21, 2025

Fund project: This work was supported by the 2024 Chongqing Municipal Key Project of Vocational Education Teaching Reform Research: "Serving High-Quality Population Development: Innovative Practice of the 'Four-Four System' in Cultivating Childcare Craftsmen" (Project No.: Z2241120P).

Abstract

Educational practice is an important means and carrier for improving the practical teaching ability of government-sponsored normal students. To enhance the practical teaching ability of government-sponsored normal students, based on years of practical exploration, a "segmented - through" educational practice system has been constructed, relying on the Council of Cooperation between kindergartens and schools. The construction of UGK collaborative education mechanism, the establishment of dual-regional internship base gardens, the reconstruction of the educational internship content system, the establishment of the "UKK" three-mentor system and the two-level educational internship management mechanism of schools and departments, etc., have formed valuable experience and triggered many thoughts.

Keywords: preschool education, public-funded normal students, segmented – through, educational internship system

1. Introduction

Teachers, as the foundation of education and the source of its development, are the primary resource for achieving educational modernization, building an educational power, and providing education that satisfies the people. The number and quality of preschool teachers are directly related to the healthy growth of hundreds of millions of children and the accumulation of early human capital in the country. In November 2018, the Central Committee of the Communist Party of China and The State Council issued Several Opinions on Deepening Reform and Regulating the Development of Preschool Education, which explicitly stated: "By 2035, preschool education will be fully popularized for three years and a preschool education public service system covering urban and rural areas and with a reasonable layout will be established."^[1] Although China has basically formed a preschool teacher training system^[2] with undergraduate and junior college education as the main body, for a long time, the problems of unbalanced and inadequate development of preschool education, as well as the acceleration of new urbanization and the implementation of the "universal two-child" policy, higher vocational colleges still undertake the important task of training preschool teachers, especially in the western towns and rural areas where preschool teacher resources are relatively scarce.

As an effective supplement^[3] to the national policy of free education for normal students, the training of local free normal students provides a more precise supply of high-quality, professional and outstanding rural teacher resources for local preschool education. In 2014, C City in the west launched a targeted training program for free preschool education students (renamed as free preschool education students in 2017), and X Preschool Education College (hereinafter referred to as "X School") became one of the important institutions for training free preschool education students due to its traditional "preschool education characteristics" and "preschool education advantages". While implementing the targeted training program for public-funded normal students, X School, taking the opportunity of the Ministry of Education's "Outstanding Teacher Training Program", aims to cultivate outstanding rural preschool teachers who possess solid professional knowledge and skills and are capable of taking

root in rural areas of the west. In the context of the national policy of "ensuring children are well cared for" and "providing good preschool education", in order to enhance the practical teaching ability of public-funded normal students and adapt to the development of rural preschool education, in the process of targeted training of public-funded normal students in preschool education, X School has explored and constructed a "segmented - through" educational internship system based on the training of outstanding rural preschool teachers.

2. Main Problems and Solutions for Education Practice of Preschool Education Students in Higher Vocational Colleges

2.1 Main Problems

2.1.1 The Training Objectives are not Clearly Defined

The orientation of the training objectives for free normal students majoring in preschool education determines the direction and quality of talent cultivation and has certain guiding value. C City is training free preschool education students for rural areas and cultivating excellent kindergarten teachers who can "go down, stay and teach well" for public kindergartens. But for survival and development, most vocational colleges downplay local characteristics and aim high in talent positioning and service orientation. Many schools do not set the goal of training public-funded normal students as "rural (rural) preschool teachers". In the process of training public-funded normal students, the education internship system tends to be "urban-oriented", the curriculum and teaching content are "non-agricultural", the internship bases are "urbanized", and regardless of their future career orientation, they are all trained to the standards and specifications of future urban teachers.

2.1.2 The Absence of the Government in Educational Internships

The government, as the recipient and funder of the training of local government-sponsored normal students, should be fully involved in the training process of government-sponsored normal students. The reality is that most local governments simply entrust free normal students to universities for training and only take them in after the training is completed. ^[4]During the training process, especially when conducting educational internships, universities often face problems such as "enthusiastic schools but cold enterprises (kindergartens)" and the unwillingness of preschool teachers to participate in internship guidance work. All these problems urgently require government departments to play a leading role and intervene in terms of funds and systems to ensure the smooth operation of education internships for government-sponsored normal students.

2.1.3 Teachers Lack Practical Experience in Rural Teaching

Teachers play a direct demonstration role in the learning process of government-sponsored normal students. Their understanding and attitude towards the countryside, as well as their ability in rural education and teaching, will all affect normal students. The requirements for teachers in colleges and universities emphasize academic qualifications and academic knowledge. They rarely have experience in rural life and rural preschool education and are basically "strangers" in the countryside and "others" in rural education. Most teachers fail to distinguish public-funded normal students from regular ones in classroom teaching, so that public-funded normal students cannot recognize the actual situation of rural preschool education teaching and thus cannot adapt well to internship teaching. This situation leads to a generational gap in the willingness and ability of public-funded normal students to serve rural education, making it difficult for them to learn how to teach in rural areas from their own mentors, and having a strong positive effect on the willingness and ability of normal students to teach in rural areas.

2.2 Solution Approach

2.2.1 The Concept of Full Practice Education

The term "full practice" refers to the systematic positioning and overall arrangement of all practical links in the professional development of early childhood teachers as a whole. ^[5]The training practice of free normal students majoring in preschool education mainly includes concentrated and dispersed internships arranged at different learning stages, practical links in general education courses and specialized courses, social practice during winter and summer vacations, graduation design and all other teaching links that cultivate the teaching practice ability of normal students. Take X School as an example. Under the concept of "full practice", systematic full practice education internships (garden visits and practice-oriented course teaching) are used as supplements to phased (cognitive internship, on-the-job internship, and full-time internship) education internships, achieving full extension in time. In terms of space, it has achieved an all-round expansion from on-campus training rooms to high-quality kindergartens in the school's location and base kindergartens in targeted employment districts and counties; In terms of educational content, a comprehensive integration of the "ought to be" and "ought to be" in the cultivation of practical teaching abilities of preschool teachers has been achieved, forming a "segmented - through" educational practice system.

2.2.2 Practice the UGK Collaborative Education Model

It is proposed in the Implementation of the Opinions of the Central Committee of the Communist Party of China and The State Council on Comprehensively Deepening the Reform of the Construction of the Teaching Staff in the New Era: Establish a Chinese characteristic normal education system with normal universities as the main body and high-level non-normal universities participating, and promote the "trinity" collaborative education of local governments, higher education institutions and primary and secondary schools (kindergartens). In the process of building and implementing the education internship system for free normal students in higher vocational colleges, actively practice the new U-G-K collaborative education model, and at the cognitive level, the three parties work together to build the value concept of equal dialogue, clear rights and responsibilities, and mutual benefit and win-win. At the operational level, the three parties jointly build a resource-sharing platform, an academic research community, curriculum construction and development, and the cultivation of high-quality teaching staff; From the management level, the three parties' collaborative construction of organizational structures, guarantee mechanisms, supervision mechanisms, evaluation mechanisms, etc. is of great significance for universities to cultivate outstanding rural preschool teachers, for kindergartens to improve the quality of education, and for local governments to develop preschool education.

3. The Basic Framework of the "segmented - through" Education Internship System for Preschool Education Students in Higher Vocational Colleges

Educational practice is an organized, planned, continuous and in-depth professional practice process. Its main purpose is to help pre-service teachers form professional identity and develop professional ability, thereby facilitating the smooth transition^[6] from pre-service teachers to professional teachers. The new system of "segmented - through" education practice gradually formed in the process of training free normal students for preschool education at School X in City C in the west (see Figure 1).

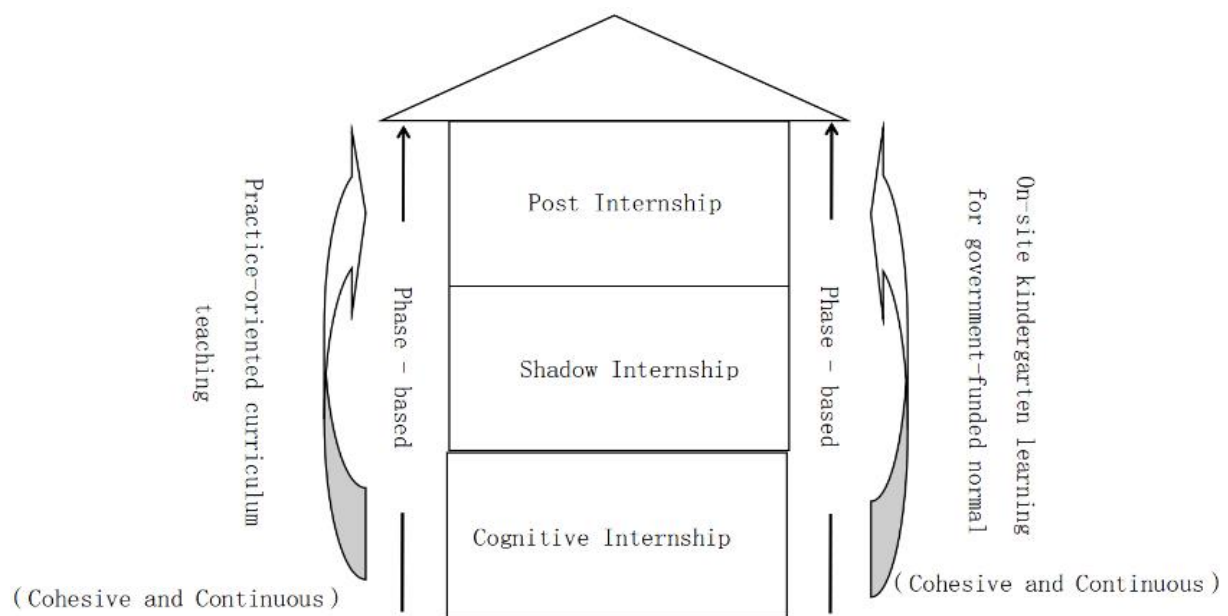


Figure 1. A new system of "segmented and integrated" educational practice

3.1 Segmented: A phased "advanced" Educational Practice

The importance of educational practice in the practical teaching process of normal school students is beyond doubt, and an increasing number of studies prove that educational practice is beneficial

Students' effective combination of educational theory and practice is conducive to students' initial acquisition of the basic skills of preschool teacher education and teaching, and to students' mastery and accumulation of certain teaching experience. The professional qualities and abilities of preschool teachers are highly comprehensive and complex. In order to meet the requirements of cultivating outstanding rural preschool teachers, X School, in accordance with the "Regulations on the Management of Internships for Vocational School Students", divides

student internships into three stages: cognitive internship, on-the-job internship, and full-time internship (see Table 1).

The first is the cognitive internship. The cognitive internship is carried out in the first academic year of the student's enrollment. Due to the special nature of the targeted training of public-funded normal students, students carry out internships in the targeted employment district county base kindergartens. The internship lasts for two weeks. The main internship tasks of students are mainly visits, observations, experiences, and some care work within their capabilities, aiming to understand all aspects and key points of daily life in kindergartens. Familiarize with the working environment of the kindergarten, and establish effective cooperative relationships with the intern kindergarten and the instructor, etc. In addition, actively guide students to observe and understand the development level of preschool education in the county where they will be employed in the future, prompt students to think about the development of preschool education in rural areas, and stimulate students' strong sense of responsibility and professional identity. A good sense of professional identity among students majoring in preschool education can enable them to have a correct understanding and attitude towards the profession of preschool teacher in advance, avoid wavering and doubt about the profession, independently prepare^[7] knowledge and ability for the future career of preschool teacher, and strengthen the belief of public-funded normal students to serve rural preschool education from the source of talent cultivation.

The second is on-the-job internship. On-the-job internships are carried out during the middle academic year of study, and employment internships are conducted in the designated employment district or county base park. The internship lasts for two weeks each academic year. At this stage, students have the initial professional skills, but they do not have the ability to operate independently and cannot fully adapt to the job requirements of a preschool teacher. Therefore, the main task of the internship for students at this stage is to complete the care work relatively independently and observe the teaching activities of the internship instructor or other experienced teachers in the class. Assist the kindergarten instructor in lesson preparation, teaching resources, etc. Be able to participate in educational activities such as games and environment creation under the guidance of the instructor, record internship reflection logs, communicate and learn regularly with the school's internship instructor to enhance students' educational practice ability. The characteristic of students' internships at this stage is that they are willing to interpret children with the theoretical knowledge they have mastered and analyze and evaluate the phenomena observed in the kindergarten. However, due to the students' insufficient professional knowledge reserves at this stage, college instructors should strengthen their guidance to the students, guide them to correctly understand and evaluate the development level of local kindergarten education and teaching, reflect on their own problems and deficiencies through practice, and think about how to better improve their professional knowledge and abilities during their school study to become a qualified kindergarten teacher.

Third, on-the-job training. The internship will be carried out in the final semester and will still be conducted in the designated employment district or county base park for half a year. On-the-job internship is the "experimental field" and "training ground" for free normal students to connect theoretical knowledge with practice before graduation. It is also the "touchstone" and "practice ground" for testing and enhancing the teacher quality and skills of the "prospective kindergarten teacher"^[8]. The task of this stage of internship is that students can fully understand and participate in the work of the kindergarten as a "prospective kindergarten teacher". And be able to independently complete teaching, education and management work in the position of a teacher. To achieve this goal, during this internship period, free normal students constantly reflect on teaching and education based on their internship experience, test what they have learned, communicate with their instructors, help them solve problems encountered during the internship, transform professional theoretical basic knowledge into effective practical teaching ability, and gradually improve various professional abilities. Ultimately, meet all the indicators required for the preschool teacher position and become a qualified preschool teacher.

Although the timing, goals and tasks of the three stages are different, there is still an intrinsic connection. The latter stage is a continuation and elevation of the former, and the former stage is the foundation of the latter. At the same time, X School found that the difficulty span between different stages is relatively large, and how to effectively achieve the goals and tasks of each stage, and the learning between each stage is also very important.

Table 1. Staged "Advanced" educational practice Situation table

| Stage name | Time | Place | Internship Main Content |
|------------------------------|-----------------------|---|---|
| Understanding the internship | First year 2 Weeks | Targeted employment district County Base park | Understand the main aspects and key points of daily life in kindergartens Be familiar with the working environment |

| | | | |
|-----------------------|--------------------------|--|---|
| | | | of the kindergarten Observe and get to know the children Carry out childcare work Establish partnerships with intern gardens and instructors Strengthen the belief in serving rural preschool education |
| On-the-job internship | Second year Two weeks | Targeted employment district County Base park | Carry out educational and teaching activities under the guidance of teachers Develop abilities such as recording, reflection, communication and cooperation Correctly recognize and evaluate the development level of rural preschool education |
| On-the-job internship | Sixth semester | Directed employment District County Base Park | Get a comprehensive understanding and participation in kindergarten work Independently complete teaching, education and management work Engage in teaching reflection and improvement |

3.2 Integration: Systematic "full practice" Educational Internship

The "through-type" educational internship for the preschool education major at X School mainly consists of two aspects: one is the free normal student visiting kindergarten activity, which is independent of the curriculum teaching, and does on-the-job internship at the kindergarten for half a day or one day each week; The second is practice-oriented curriculum teaching, which integrates the practical teaching ability of preschool teachers into the daily curriculum of the school. As an effective supplement to the "segmented" educational practice, the "integrated" educational practice for free normal students is carried out in a continuous line.

One is the public-funded normal students' garden visits. The cultivation of the practical teaching ability of free normal students requires students to observe and participate in teaching on the front line of kindergartens for a long time. Based on the accumulation of a large amount of experience, the practical teaching ability of free normal students should be rapidly and effectively enhanced to meet the requirements of immediate employment upon graduation and immediate employment. For this purpose, X School collaborates with local high-quality public kindergartens, designates kindergartens as training and practice bases for public-funded normal students, jointly formulates public-funded normal students' visits to kindergartens, implements a dual-mentor system, where professional teachers from the school and instructors from kindergartens jointly guide students to carry out educational internships. These high-quality public kindergartens offer free normal students one day a week of educational internship opportunities. The schools assign students to fixed kindergartens and classes from the time they enter the school until they graduate, providing sufficient opportunities for students to understand the real working scenarios of kindergartens and to practice the school curriculum in kindergartens in a timely manner, and to improve themselves through continuous imitation and practice.

The second is practice-oriented course teaching. In order to enable students to better adapt to job requirements, X College's preschool education major restructured the curriculum teaching system and constructed a practice-oriented curriculum teaching system. The curriculum system of preschool education in higher vocational colleges mainly consists of professional theoretical courses and professional practical courses, while educational internships are mainly based on practical courses, focusing on cultivating the vocational skills and professional practical abilities of pre-service preschool teachers. X College Preschool Education Education Internship is guided by the professional standards for preschool teachers, referring to policy documents such as "Professional Standards for Preschool Teachers", "Teaching Standards for Preschool Education Major in Higher Vocational Schools", "Guidelines for Preschool Education", "Curriculum Standards for Teacher Education", and "Opinions of the Ministry of Education on Strengthening Education Practice for Normal Students", Construct and improve the internship content system consisting of three modules: practical basic theory, general practical ability and special practical ability. The practical theory module is centered on educational and methodological courses related to children's development. Based on the principle of combining preschool education with psychology and professional with disciplinary, practical theoretical courses such as the five major areas of kindergartens and the

organization and guidance of game activities are selected as internship content. The general practical ability module focuses on the vocational skills and professional qualities of normal school students, including oral training in Mandarin, body language training, application of educational technology, organization of teaching activities, etc. Special practical courses are mainly aimed at a deep understanding of children's lives and values, thereby enabling them to have specific practical teaching abilities, including language teaching skills for preschool children, mathematics and science teaching skills for preschool children, art teaching methods for preschool children, etc. In accordance with the professional standards for kindergarten teachers in the three dimensions of "professional concepts and ethics, professional knowledge, professional ability", and in combination with the phased and continuous characteristics of educational practice, the content of educational practice reflects both the systematicness of moving in the same direction as the professional curriculum system and the modularity of educational practice. Construct an educational practice curriculum system that conforms to the learning and professional ability development laws of free normal students, and promote the cultivation of the comprehensive quality of free normal students to become qualified and excellent preschool teachers. Each professional course integrates the practical teaching ability of preschool teachers into the curriculum, and students have both theoretical learning and practical learning when they study at school. For example, in the professional oral language course for early childhood teachers, the teaching language used by early childhood teachers in the teaching process is integrated into the classroom teaching, and students imitate the teaching language of early childhood teachers under the guidance of the teacher's theory; In the kindergarten education activity guidance course, students conduct kindergarten simulation teaching under the guidance of teachers' theoretical teaching. Through this series of courses that combine theory with practice, public-funded normal students can more easily understand and master the job capabilities of kindergarten teachers. In addition, in order to enhance the practical teaching ability of public-funded normal students, the school has integrated the preschool education professional skills competition into teaching reform and actively organized students to participate in various competitions at all levels both inside and outside the school, using competitions as practice and examinations, with remarkable results. In 2019 and 2020, X School formed teams of three free normal students each to participate in the "C City Vocational Skills Competition" and won the first prize. In both years, it represented C City in the "National Vocational Skills Competition" and won the first prize at the national level.

The public-funded normal student activity and the practice-oriented curriculum teaching may seem to be two completely different forms, but in fact they are not completely isolated from each other. Instead, they are interrelated, mutually supportive and mutually reinforcing. Teachers, based on the content and tasks of the classroom teaching, guide students to conduct multiple attempts and simulations of the practical parts of the curriculum. During the activity, students can test what they have learned in school in the real situation of the kindergarten, and at the same time, they can consult the guidance teachers in the kindergarten to enhance their practical teaching ability. This kind of learning that integrates the professional knowledge and skills of free normal students into the real teaching situation is more likely to build students' confidence in learning, enable students to acquire the real ability to undertake complete teaching tasks independently, and achieve the identity transformation^[9] from intern to novice teacher.

4. The Implementation Guarantee of the "segmented - through" Education Internship System for Preschool Education Students in Higher Vocational Colleges

Based on the established "segmented - through" education practice model, many new thoughts have emerged in the practice process of cultivating public-funded normal students in preschool education through continuous attempts and improvements.

4.1 Build a "UGK" Collaborative Education Mechanism

Practice has shown that the key factor for the effective implementation of the "segmented - through" educational internship model is the establishment of an open, cooperative and long-term UGK collaborative education mechanism among local governments, universities and dual-regional base parks. First of all, UGK collaborative education must adhere to the concept of "dual-subject" education, making kindergartens another main battlefield for talent cultivation, and jointly with universities as the main body of talent cultivation, undertaking the responsibility of talent cultivation. Therefore, the training of the education internship process for public-funded normal students needs to be jointly determined by the universities and the "dual-region" base kindergartens. The first is to achieve co-construction and sharing of internship resources. Schools need to work with the base parks to determine the internship goals for public-funded normal students, and to adjust and restructure the "competency-based, employment-oriented" internship curriculum content system, evaluation system, etc. Second, co-management of the internship guidance process. In terms of the management of the internship process of government-sponsored normal students, colleges and universities should proactively communicate and negotiate

with kindergartens to establish a management system for the internship process of government-sponsored normal students that is mutually recognized by both schools and kindergartens, with clear division of labor, clear responsibilities, mutual cooperation and mutual support to avoid loopholes in the management of interns. Third, the results of internship assessment should be evaluated together. Whether it is a phased internship or a through-type internship, based on the internship course evaluation system, both the in-school instructor and the internship instructor of the "dual-zone" base park participate in the evaluation. Secondly, government departments, as investors and recipients of public-funded normal student training, should effectively play their leading role, intervene in terms of policy guidance, financial support, and sound incentive systems, and through material and spiritual incentives, increase the enthusiasm and initiative of universities, kindergartens, and instructors to participate in internship guidance work, and do a good job in guidance and guarantee. Through a series of co-construction and guarantee measures among the government, universities and kindergartens, enhance the voice of the government and kindergartens in the implementation of educational internships, and deepen the UGK collaborative education mechanism.

4.2 Establish "dual-zone" Internship Bases

The government-funded program for preschool education is specifically designed to train preschool teachers who can stay, go down and teach well in rural areas. Therefore, the selection of internship bases for government-funded normal students is different from that for regular normal students. Based on the particularity of the training of public-funded normal students, X College, relying on the School-Kindergarten cooperation Council, selects different types of base kindergartens in two different regions, namely the county where public-funded normal students are directed to work and the location of the school, to organize students to carry out educational internships in a targeted manner, forming a "dual-region" internship base for public-funded normal students. Among them, the general public kindergartens in the counties where normal students are directed to work are selected as the "segmented" internship sites for students, and the municipal-level public kindergartens in the location of the school are selected as the internship sites for the "through-park" activity.

During the "segmented" internship, students carry out educational internships in kindergartens in the designated employment districts and counties. These kindergartens can basically present the local level of preschool education development. During the internship, students can have a deeper understanding of the current situation of local preschool education development, stimulate their sense of professional responsibility and professional identity, and be able to formulate their own study plans more accurately. Master one's own learning direction and lay the foundation for future employment. The "through-type" visit to kindergartens is mainly carried out in the municipal public kindergartens where the school is located, which have a relatively high level of education and teaching and basically represent the current level of education and teaching of high-quality kindergartens in G Province. Students intern in these kindergartens to better observe and internalize how advanced preschool education concepts take root in kindergartens, imitate the teaching and educational skills of high-level kindergarten teachers, and with good material and spiritual support, put the educational concepts learned in school into practice in kindergartens. At the same time, students can communicate and exchange the educational problems they encounter during the "segmented" internship with these highly professional kindergarten teachers, which can not only enhance their practical abilities but also lay the foundation for their future work.

Education internship bases in different regions play different values and roles in the training of public-funded normal students. They allow students to fully grasp the "actual" level of local kindergartens, and also enable students to be confident when they graduate and have the ability to continuously improve and enhance the development level of rural preschool education. Try to avoid the situation where what students have learned at school is disconnected from the current situation of local preschool education development, resulting in students being unable to work well under the limited educational resources in the local area after graduation, and then drifting along with the current situation, thereby greatly reducing the goal of local public-funded normal student training.

4.3 Build a Team of "three mentors" for Internships

Internship instructors are the direct implementers of practical teaching based on the work process and have a direct impact on the quality of education internships for free normal students. To ensure the quality of education internships for free normal students, X College is committed to strengthening the team of internship instructors. In light of the particularity of the "dual-zone" internship base for public-funded normal students, the school has established the "UKK" three-mentor system. Here, "U" refers to the team of education practice instructors for free normal students in colleges and universities, and "KK" refers respectively to the team of instructors for kindergartens in the counties where students are directed for employment and the team of instructors for the first-

level public kindergartens where the school is located. When students are doing internships at off-campus bases, the "KK" forms teams with the "U" of college teachers respectively, creating two dual-mentor teams at the same level. The internship instructors are selected based on high standards. The instructors are required to have rich teaching experience, outstanding teaching ability, a high sense of responsibility, be good at "clinical diagnosis" of the teaching ability of the intern students, and also have good professional ethics. The college internship instructors within the school are kindergarten domain teaching method teachers, college "dual-qualified" teachers with certain industry practice experience, strong teaching ability, communication ability, teaching demonstration ability and teaching research ability, familiar with kindergarten education and teaching work. On this basis, colleges and universities should arrange fixed internship kindergartens and internship instructors for public-funded normal students. Based on the fixed nature of the personnel, although the "dual-region" internship instructors provide internship guidance to the students at different times and in different Spaces, they can rely on the fixed students and university internship instructors to connect the two relatively independent regions and form an open, tripartite dialogue and mutual collaboration three-mentor education community. Based on school-kindergarten cooperation and the establishment of the three-mentor education community, colleges should take the initiative to provide training for kindergarten internship guidance work and clarify the job content and requirements of kindergarten internship guidance teachers; At the same time, the three parties' internship instructors establish a learning community to study, research and guide together, which can not only achieve the purpose of improving their own guidance level, but also enable the relatively independent "dual-region" instructors to have an overall understanding of the entire training process of free normal students, thereby ensuring the quality of internship guidance. The UKK three-mentor internship guidance team, each with its own expertise, complements each other and jointly assumes the responsibility of internship guidance for free normal students, maximizing the effectiveness of the teacher guidance team and maximizing the benefits for the students.

4.4 Strengthen Internship Management and Assessment at both the School and Department Levels

In order to ensure the smooth implementation of the education internship for free normal students, X School, in accordance with the requirements of the "Opinions on Strengthening the Education Practice of Normal Students" issued by the Ministry of Education in 2016, has formulated a series of rules and regulations at the school and department levels to ensure the implementation of the education internship for free normal students. For example, at the school level, regulations and documents such as "Student Internship Management Measures", "Student Internship Leave and Cancellation System", "Off-campus Internship Base Construction and Management Measures", "Graduation Thesis (Design) Management Measures", "Selection and Management Measures for Outstanding Interns, Outstanding Internship Instructors and Outstanding Internship Educators", "Practical Teaching Quality Monitoring and Management Measures" have been formulated; At the departmental level, in light of the particularity of the education internship for public-funded normal students, work norms such as the Selection System for public-Funded Normal Students' Off-campus Internship Bases of the Preschool Education Department, the system for public-funded normal students' visits to kindergartens, and the evaluation System for public-funded Normal students' internship effects of the Preschool Education Department have been established, ensuring clear requirements before the internship, strict supervision during the internship, and performance evaluation after the internship. In addition, X School has established an education internship quality management and monitoring system based on "kindergartly-school" cooperation. The internship leading group of the preschool education Department and the "kindergartly-school" cooperation office are responsible for the monitoring and assessment of the education internship effect, and the assessment is completed jointly by the leading teachers and the students. The internship grades are scored by the school's instructor and the kindergarten's instructor based on the students' performance in the kindergarten and the quality of their homework completion. The two parts of the grades together constitute the internship grades of the free normal students.

5. Conclusion

As the foundation of the national education system, the key to improving the quality of preschool education lies in building a team of preschool teachers who are rooted in the local area and have excellent qualities, and the innovation of the preschool teacher training system is the core path to achieving this goal. The implementation of the targeted training program for public-funded normal students in preschool education in Western C City provides a practical model for solving the problem of scarce preschool teacher resources in rural areas. The "segmented - through" educational internship system constructed by X School based on "preschool education characteristics" and the requirements of the "outstanding teacher training program" has become a key support for the cultivation of practical abilities of public-funded normal students.

This internship system, through systematic segmented design and a comprehensive training logic, not only consolidates the professional knowledge and skills foundation of public-funded normal students, but also cultivates

their educational sentiments of taking root in the western region and serving rural areas through immersive practices in rural Settings. It effectively responds to the core goal of "cultivating high-quality, professional and outstanding rural preschool teachers" It provides an experience that can be learned from the innovation of the training model for local government-sponsored normal students.

Looking ahead, with the gradual advancement of the goal of universal three-year preschool education, the demand for quality teachers in rural preschool education will be more urgent. The practical exploration of X school inspires us that preschool education institutions need to continue to focus on local demands, deepen the reform of practical teaching, and improve the "theory - practice - sentiment" trinity training mechanism; At the same time, it is necessary to rely on policy guarantees to further optimize the collaborative ecosystem for the training of public-funded normal students, so that more outstanding rural preschool teachers can stay and teach well, and inject a continuous supply of local strength into consolidating the foundation of early human capital in the country and promoting the construction of an education power.

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