

Current Situation and Enhancement Countermeasures of Policy Identity Toward High-Quality Development of Preschool Education

Hao Jiang*

Aksu Experimental Forestry Farm No. 4 Kindergarten, Aksu, Xinjiang, 843000, China

*Correspondence to: Hao Jiang, Aksu Experimental Forestry Farm No. 4 Kindergarten, Aksu, Xinjiang 843000, China, E-mail: 1509034363@qq.com

Abstract: This paper analyzes the status quo of policy identity in the process of high-quality development of preschool education and puts forward targeted enhancement strategies. Through the systematic sorting out of the policy framework and the analysis of the current situation, it is pointed out that improving the policy structure, enhancing publicity, improving the sense of identity of practitioners and parents, and strengthening the supervision and evaluation system are the core elements for deepening the policy identity. In addition, it also emphasizes the key role of policy recognition in improving the quality of pre-primary education, and optimistically foresees the positive direction of policy recognition in the future, and then proposes a strategic path to build a sustainable recognition mechanism.

Keywords: Preschool education; High-quality development; Policy identity; Countermeasures

1. Overview of the Policy of High-Quality Development of Preschool Education

In recent years, as the country attaches great importance to the development of education, the high-quality development of preschool education, as the cornerstone of the lifelong education system, has become an important focus of national policy. In order to promote the comprehensive development of preschool education, country has published a series of policies and measures aimed at improving the quality of preschool education. These policies have comprehensively laid out the development path of preschool education from multiple dimensions. First, financial investment in preschool education has been

increased to ensure adequate funding for key areas such as improving conditions for running preschools, upgrading the quality of teachers and supporting curriculum reform. Second, optimizing the allocation of resources, especially balanced allocation of preschool education resources between urban and rural areas and regions, and narrowing the development gap, so that every child can enjoy fair and quality preschool education. In addition, the policy also focuses on improving the overall quality of the preschool education teaching force, and attracting and retaining outstanding talents to devote themselves to the cause of preschool education through measures such as strengthening teacher training and improving teacher



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treatment^[1]. At the same time, in order to ensure the effective implementation of the policy, the country has also established a perfect supervision mechanism, regular evaluation and guidance to preschool education institutions to ensure that they operate in accordance with the requirements of the policy. These policy measures together constitute a policy system for the high-quality development of preschool education, providing a strong guarantee for the sustainable and healthy development of preschool education in China.

2. Analysis of the Current Situation of Pre-school Education Policy Recognition

2.1 Status Quo of Pre-primary Education Policy System at the National Level

At the national level, the policy system on preschool education has been improved in recent years, forming a relatively complete policy system. These policies not only clarify the important status and development direction of preschool education, but also specify the requirements for financial input, resource allocation, teacher team building, curriculum reform and other aspects. Through legislation and policy documents, such as the “Opinions on Deepening the Reform and Standardizing the Development of Preschool Education”, the country has provided a strong institutional guarantee for the high-quality development of preschool education. At the same time, the country also strengthens the publicity of preschool education policies, and improves the public's knowledge and recognition of the policies through a variety of channels.

2.2 Local Governments' Recognition of Preschool Education Policies

Local governments show a certain degree of recognition and execution in the process of implementing the national preschool education policy. Most local governments are able to formulate and introduce corresponding supporting policies and measures according to the local actual situation to ensure the effective implementation of national policies. For example, they have increased financial inputs for improving pre-school education facilities, raising teachers' salaries, and expanding the scale of public kindergartens. However, there are also some local governments that have deviations or deficiencies in policy implementation, such as insufficient financial input and inadequate supervision, which affects the full

realization of policy effects.

2.3 Pre-school Education Practitioners' Understanding and Recognition of Policies

As the specific implementers of the policy, the understanding and identification degree of preschool education practitioners is directly related to the effect of policy implementation. On the whole, preschool education practitioners agree with the basic direction and goals of the national policies, and believe that these policies are helpful to improve the quality and level of preschool education. In the specific implementation process, some practitioners do not understand the details and requirements of the policy deeply enough, resulting in certain deviations in the implementation of the policy. In addition, due to the relatively poor working environment and treatment of preschool education practitioners, some practitioners have a wait-and-see attitude towards the long-term implementation of the policies and the prospects for reform, which affects the full and in-depth implementation of the policies. Therefore, strengthening the policy training and publicity of preschool education practitioners to improve their policy understanding and recognition is an important guarantee to promote the high-quality development of preschool education^[2].

3. Countermeasures and Measures to Enhance the Policy Identity of Preschool Education

3.1 Improve the Preschool Education Policy System

On the journey of enhancing the recognition of preschool education policy and guaranteeing the effective implementation of the policy, improving the preschool education policy system is an indispensable core task. The soundness of this system is not only the cornerstone of the steady progress of preschool education, but also the key path to realize the double leap of education equity and quality.

3.1.1 Scientific formulation and forward-looking leadership

The formulation of policies needs to be based on a high level of vision, based on science and oriented by foresight. This means in-depth study of the internal laws and external environment of the development of preschool education, fully absorbing advanced education concepts and practical experience at home

and abroad, and at the same time, closely combining with the real needs and challenges of China's preschool education. By accurately positioning the policy objectives and refining the policy provisions, we ensure that each policy not only conforms to the trend of the times, but also has a high degree of pertinence and operability, and is able to accurately solve the current problems and foreseeably lay out the layout for the future.

3.1.2 Widely publicize and deepen cognition

The vitality of the policy lies in its implementation, and the prerequisite for its implementation is wide recognition and acceptance. Therefore, it is particularly important to increase policy publicity, broaden publicity channels and innovate publicity methods. Utilizing the combination of traditional media and new media, through policy interpretation, case analysis, experience sharing and other forms, let the policy content deepen people's hearts and minds, and improve the community's knowledge and recognition of the preschool education policy. Especially for practitioners and parents, targeted and interactive publicity activities should be carried out to guide them to deeply understand the educational concepts and value pursuits behind the policy, and to form a positive sense of policy recognition and willingness to participate.

3.1.3 Strengthening implementation and ensuring enforcement

The vitality of a policy is ultimately reflected in its implementation. In order to ensure the effective implementation of preschool education policies, it is necessary to establish a sound policy implementation mechanism. This includes a clear division of responsibilities and collaboration mechanisms at all levels of government, to ensure that all aspects of the policy implementation process are responsible for someone, someone to supervise; to strengthen the policy implementation of resource security and technical support for the implementation of the policy to provide a solid material foundation and technical support; at the same time, the establishment of a sound assessment and incentive mechanism and accountability system, the policy implementation of those who are not responsible for the accountability of those who have outstanding performance to give recognition and rewards, in order to stimulate the

main body of implementation at all levels to actively participate in the implementation of pre-primary education. At the same time, a sound assessment and incentive mechanism and responsibility accountability system are established to hold accountable those who fail to implement the policies and give recognition and rewards to those who have outstanding performance, so as to stimulate the enthusiasm and initiative of the main bodies at all levels.

3.1.4 Regular assessment and timely feedback

Policy implementation is not a quick fix, but a continuous optimization and adjustment process. Therefore, it is necessary to establish a sound policy evaluation and feedback mechanism. Through regular collection of data and information in the process of policy implementation, using scientific methods of analysis and evaluation, timely detection of problems and deficiencies in the implementation of the policy; at the same time, the establishment of a smooth feedback channel, encouraging all sectors of society to put forward valuable opinions and suggestions on the implementation of the policy; based on the results of the assessment and feedback information, timely adjustments to improve the content of the policy or the implementation of the policy strategy, to ensure that the policy can continue to play a positive role in injecting quality development into the cause of pre-primary education, and to ensure that the policy can continue to play a positive role. Based on the evaluation results and feedback information, the policy content or implementation strategy should be adjusted and improved in a timely manner, so as to ensure that the policy can continue to play a positive role, and to inject a continuous momentum for the high-quality development of preschool education.

3.2 Strengthen Policy Publicity and Implementation

Strengthen policy publicity, widely disseminate the importance and specific content of preschool education policies through official media, social platforms, education forums and other channels, and ensure that the policy information covers every stakeholder, including government departments, educational institutions, preschool practitioners, parents and all sectors of society. At the same time, emphasis has been placed on the accuracy and relevance of policy interpretation, using easy-to-understand

language and vivid cases to help the public gain an in-depth understanding of the policy's background, objectives, measures and expected effects, so as to dispel doubts and enhance confidence. On the basis of strengthening publicity, it is necessary to actively promote the implementation of the policy. This requires governments at all levels and education departments to effectively take the main responsibility, develop detailed implementation programs and action plans, and clarify the timetable, roadmap and division of responsibilities^[3]. Establish a sound monitoring mechanism for policy implementation, regularly check and evaluate the implementation of policies, identify problems in a timely manner and urge rectification. At the same time, all sectors of society are encouraged to actively participate in the implementation and supervision of the policy, forming a good situation of government-led and multi-party participation. In addition, a policy incentive mechanism can be explored to recognize and reward units and individuals with outstanding performance in the implementation of preschool education policies, so as to stimulate work enthusiasm and creativity and promote the high-quality implementation of preschool education policies.

3.3 Enhance Practitioners' and Parents' Recognition of and Participation in Policies

In order to enhance the recognition of the preschool education policy, it is crucial to improve the recognition and participation of practitioners and parents in the policy. Specifically, a regular communication mechanism should be established, such as regular policy seminars and symposiums, as well as the use of online platforms to set up policy consultation and feedback channels, so as to ensure that the voices of practitioners and parents can be heard and reflected in the policy. Strengthen the interpretation and training of the policy to help practitioners and parents have a comprehensive and in-depth understanding of the policy intent, objectives and content, so as to eliminate misunderstandings and enhance trust.

3.4 Strengthening the Monitoring and Evaluation Mechanism for Pre-primary Education

In order to further enhance the acceptance of pre-primary education policies, it is necessary to strengthen the pre-primary education supervision and evaluation mechanism. This includes the establishment of a

sound and complete supervision system to ensure that all aspects of preschool education are effectively supervised and that the policy is correctly implemented. Specifically, an independent supervisory organization should be set up, with clear supervisory responsibilities and authority, to carry out comprehensive and detailed supervision of the qualifications of preschool education institutions, the quality of teaching, the strength of teachers, and safety management. At the same time, a scientific evaluation mechanism should be established, quantifiable evaluation indicators and systems should be formulated, and preschool education institutions should be evaluated on a regular basis, and the results of the evaluations should be publicized to create pressure for social supervision. In addition, the use of assessment results should be strengthened by linking the assessment results to the rewards, punishments and support measures of preschool education institutions, so as to incentivize preschool education institutions to continuously improve the quality of education and enhance the effectiveness of the implementation of the policy, thus winning wider social recognition and support.

4. Policy Identification for High-Quality Development of Preschool Education Continuously Improved

4.1 Importance of Policy Identity of Pre-primary Education for High-Quality Development

Pre-primary education policy identity is a key prerequisite for realizing the high-quality development of pre-primary education. Effective implementation of policies cannot be separated from broad social consensus and support, and policy identity is an important cornerstone for the formation of such consensus. When practitioners, parents and all sectors of society have a high degree of recognition of pre-primary education policy, they will participate more actively in the process of policy implementation and promote the implementation of the policy. This positive atmosphere of participation not only promotes the rational allocation of preschool education resources, but also stimulates the vitality of educational innovation and improves the quality of teaching and management of preschool education. Therefore, to enhance the preschool education policy identity is the internal impetus to promote the high-quality development of preschool education, and is

also an important guarantee for the realization of fairness and quality development of education.

4.2 Future Trends and Prospects of Preschool Education Policy Identity

As the society's understanding of the importance of pre-primary education deepens, the future trend of pre-primary education policy recognition will show a positive trend. On the one hand, the government will continue to increase investment in pre-primary education, improve the policy system, and enhance the scientificity and relevance of the policy to meet the people's demand for quality pre-primary education. This will further enhance public confidence in and acceptance of the pre-primary education policy. On the other hand, with the development of information technology, the ways to publicize the policy will become more diversified and convenient, enabling the content of the policy to be disseminated more quickly and widely to every corner, and increasing the social awareness and influence of the policy. Attention to preschool education from all walks of life will also continue to rise, creating a favorable public opinion environment for the formation of policy recognition. Looking ahead, the policy identity of preschool education will reach a new height, laying a solid foundation for the high-quality development of preschool education.

4.3 Promote the Sustainable Mechanism Construction of Pre-school Education Policy Identity

In order to promote the sustainable mechanism construction of preschool education policy identity, it is necessary to start from several aspects. First, strengthen the scientific and democratic nature of policy making, and ensure that the content of the policy is in line with reality, reflects public opinion and conforms to the trend of the times. Second, establish a sound policy publicity and education system, strengthen policy interpretation and publicity through various forms, and improve public awareness and understanding of the policy; focus on cultivating practitioners' and parents' sense of participation, and guide them to actively pay attention to, participate in, and support the implementation of the policy^[4]. Thirdly, the construction of monitoring and evaluation mechanisms for policy implementation will be strengthened to ensure that the policy is effectively implemented and achieves the expected results; a

feedback and adjustment mechanism for the policy will be established to collect opinions and suggestions from all sectors of the society in a timely manner so that the policy will be adjusted and improved at the right time, in order to adapt to the new needs and challenges of the development of pre-primary education. Through the implementation of these measures, a sustainable mechanism to promote the recognition of preschool education policies will be constructed, providing strong support for the high-quality development of preschool education.

Conclusion

In conclusion, improving the policy identity of preschool education is the key to promoting its high-quality development. By improving the policy system, strengthening publicity and promotion, enhancing the participation of practitioners and parents, and strengthening supervision and evaluation, it can effectively enhance the recognition and support of the policy from all walks of life. In the future, with the continuous optimization of policies and the efforts of all parties, the cause of preschool education will usher in a better development prospect and lay a solid foundation for the healthy growth of children.

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