

Management

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**PERSONNEL MANAGEMENT OF EDUCATIONAL INSTITUTIONS,  
FOREIGN EXPERIENCE AND COMPARISONS BETWEEN CHINA  
AND MALAYSIA**

**УПРАВЛІННЯ ПЕРСОНАЛОМ НАВЧАЛЬНИХ ЗАКЛАДІВ,  
ЗАРУБІЖНИЙ ДОСВІД ТА ПОРІВНЯННЯ КИТАЮ ТА МАЛАЙЗІЇ  
УПРАВЛЕНИЕ ПЕРСОНАЛОМ УЧЕБНЫХ ЗАВЕДЕНИЙ,  
ЗАРУБЕЖНЫЙ ОПЫТ И СРАВНЕНИЕ КИТАЯ И МАЛАЙЗИИ**

***Summary.** The article examines a serious problem with the implementation of the "comprehensive three-child policy" in China, the lack of personnel in educational institutions starting from the first stages of child development. The training of preschool teachers, teachers, lecturers and heads of educational institutions is of great importance to fill the gap in the lack of personnel. The study selected a local undergraduate college in China and Malaysia for comparison. The used methods of content analysis and comparison made it possible to carry out an in-depth analysis of the goals of education, the structure, nature and content of the curriculum, the number of courses of two selective colleges, thus obtaining a general situation for building a system of education on the main existing problems of these two colleges. As Malaysia and*

*China are Asian countries, there are similarities and differences in the curricula of their education majors, especially in the number of courses.*

*It was determined that when drawing up a training program, it is necessary to find out the basics and principles of the training program. The curriculum must meet the requirements of national educational laws and regulations regarding basic knowledge and the quality of student talents in preschool education and take into account the characteristics of the educational facilities. At the same time, it must be formulated based on comprehensive consideration of the diverse needs of subject matter experts, early childhood educators, teacher education managers, early childhood education students (including graduates), planning experts, and other personnel. Learning objectives should meet the talent requirements determined by the subject of study and level of training, and the level of training of preschool teachers and undergraduate students should be higher than that of junior students. In addition to the training of staff teachers, it is also necessary to develop the potential management talents of preschool educational institutions.*

*It is proposed to integrate practice into other educational courses, mandatory internship and various forms of practice in course implementation. Teaching methods should be optimized according to the needs of students, and a certain amount of time for independent study should be provided to develop their ability to study independently.*

**Key words:** *personnel management, foreign experience, management, heads of educational institutions.*

**Анотація.** *В статті розглядається серйозна проблема із впровадженням у Китаї «всеосяжної політики трьох дітей» нестачі персоналу в закладах освіти починаючи з перших етапів розвитку дитини. Підготовка дошкільних вихователів, вчителів, викладачів та керівників навчальних закладів має велике значення для заповнення прогалини у*

*нестачі персоналу. У дослідженні було обрано для порівняння місцевий коледжі бакалаврату Китаю та Малайзії. Використані методи контент-аналізу та порівняння дали здійснити поглиблений аналіз цілей навчання, структури, характеру та змісту навчального плану, кількості курсів двох вибіркових коледжів, отримуючи таким чином загальну ситуацію для побудови системи навчання на основі існуючих проблем цих двох коледжів. Оскільки Малайзія та Китай є азіатськими країнами, у навчальних програмах їхніх спеціальностей освіти є подібності та відмінності, особливо в кількості курсів.*

*Визначено, що при складанні програми навчання необхідно з'ясувати основи та принципи програми навчання. Навчальний план повинен відповідати вимогам національних освітніх законів і нормативних актів щодо базових знань і якості студентських талантів дошкільній освіті та враховувати характеристики об'єктів навчання. Водночас він має бути сформульований на основі всебічного врахування різних потреб експертів у галузі дисципліни, педагогів раннього дитинства, менеджерів з навчання вчителів, студентів дошкільної освіти (включаючи випускників), експертів із планування та іншого персоналу. Цілі навчання повинні відповідати вимогам до талантів, які визначаються об'єктом навчання та рівнем підготовки, а рівень підготовки педагогів дошкільної освіти та студентів бакалаврату повинен бути вищим, ніж для студентів молодших курсів. Крім підготовки кадрових педагогів необхідно також розвивати потенційні управлінські таланти дошкільних навчальних закладів.*

*Запропоновано інтегрувати практику в інші навчальні курси, обов'язкове стажування та різні форми практики в реалізації курсу. Методи навчання слід оптимізувати відповідно до потреб студентів, слід необхідно надати певну кількість часу для самостійного навчання, щоб розвивати свою здатність до самостійного навчання.*

**Ключові слова:** управління персоналом, зарубіжний досвід, менеджмент, керівники навчальних закладів.

**Анотація.** В статті розглядається серйозна проблема з впровадженням в Китаї «всеохоплюючої політики трьох дітей» нестачі персоналу в навчальних закладах починаючи з перших етапів розвитку дитини. Підготовка дошкільних вихователів, учителів, викладачів і керівників навчальних закладів має велике значення для заповнення прогалини в нестачі персоналу. В дослідженні був вибраний для порівняння місцевий коледж бакалавриату Китаю і Малайзії. Використані методи контент-аналізу і порівняння дозволили здійснити глибокий аналіз цілей навчання, структури, характеру і змісту навчального плану, кількості курсів двох виборочних коледжів, отримуючи таким чином загальну ситуацію для побудови системи навчання на основні проблеми цих двох коледжів. Оскільки Малайзія і Китай є азіатськими країнами, в навчальних програмах їх спеціальностей освіти є подібності і відмінності, особливо в кількості курсів.

Встановлено, що при складанні програми навчання необхідно з'ясувати основи і принципи програми навчання. Навчальний план повинен відповідати вимогам національних освітніх законів і нормативних актів по базовим знанням і якості студентських талантів дошкільної освіти і враховувати характеристики об'єктів навчання. В той же час, він повинен бути сформульований на основі всебічного врахування різних потреб експертів в області дисципліни, педагогів раннього дитинства, менеджерів по навчанню учителів, студентів дошкільної освіти (включаючи випускників), експертів по плануванню і іншого персоналу. Цілі навчання повинні відповідати вимогам до талантів, які

*определяются объектом обучения и уровнем подготовки, а уровень подготовки педагогов дошкольного образования и студентов бакалавриата должен быть выше, чем для студентов младших курсов. Кроме подготовки кадровых педагогов, необходимо также развивать потенциальные управленческие таланты дошкольных учебных заведений.*

*Предложено интегрировать практику в другие учебные курсы, обязательную стажировку и различные формы практики в реализации курса. Методы обучения следует оптимизировать в соответствии с потребностями студентов, необходимо предоставить определенное количество времени для самостоятельного обучения, чтобы развивать свою способность к самостоятельному обучению.*

***Ключевые слова:** управление персоналом, зарубежный опыт, менеджмент, руководители учебных заведений.*

**Formulation of the problem.** In 2015, at the United Nations General Assembly, member states renewed their commitment to global development by adopting the 2030 Agenda for Sustainable Development. The fourth Sustainable Development Goal (SDG 4) is dedicated to education and aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities by 2030 [1]. Unlike previous global targets, such as the Millennium Development Goals, SDG 4 places a focus on the quality of education, with indicators related to teacher training and student outcomes, alongside more traditional measures of quantity [2].

In recent years, developing countries are also committed to improving the popularity and quality of preschool education. The popularity of preschool education in China is gradually at an upper middle level among developing countries [3]. To further improve the population development strategy and maintain the country’s advantages in human resources, China began to implement the ‘Comprehensive Three-child’ policy in May 2021, which

stipulates that a couple can have three children. In July 2021, Chinese government announced the 'Decision on Optimizing Fertility Policies to Promote Long-term and Balanced Population Development' to comply with the expectations of the masses and complete the supporting measures for implementing the three-child policy. To solve the childcare problems that plague people of childbearing age, the Chinese Ministry of Education has formulated and deployed the fourth phase of the preschool education action plan to further improve the universality of preschool education by taking adequate support for the implementation of the three-child policy as an essential goal. It is planned that by 2025, the three-year gross preschool enrollment rate will reach more than 90% nationwide, and the coverage of inclusive kindergartens will be further improved. At the same time, China will further expand inclusive preschool education resources, fully consider the change of birth population and the urbanization process, vigorously develop public kindergartens, and improve the construction and management mechanism of supporting kindergartens in communities [4].

China's three-child policy has posed a considerable challenge to the existing kindergarten teachers. In 2019, there are 47.1388 million children enrolled in kindergartens and 4,915,700 teachers and staff employed in kindergartens, among whom 2,763,100 were full-time teachers. The ratio of full-time teachers to children in kindergartens was 1:17.06. The average percentage of all staff to children is 1:9.6. That is, there is still a particular gap between the balance of the staff to children and the minimum allocation of 1:7 stipulated by the Ministry of Education in China [5]. The preservice training and post service training of preschool teachers are of great significance to fill this gap. Malaysia is a country along China's 'One Belt and One Road' initiative, which is also a multiethnic, multireligious, and multicultural developing country. Preschool education also faces difficulties in Malaysia, such as the multicultural and inclusive education [6].

Based on the preservice training of preschool education teachers, this study makes a comparative analysis of the preschool education talent training programs of local undergraduate universities in China and Malaysia, including the similarities and differences in the training objectives and curriculum of preschool education. We focus on optimizing the undergraduate curriculum of preschool education major, which could provide a reference for China and Malaysia, as well as other countries that need to carry out preschool education reform.

**Analysis of recent research and publications.** Regarding the preservice training of preschool education teachers, Gui [7] classified the current target positioning and training types of preschool education professionals in universities into seven types based on the training programs of 36 universities in China. After the Chinese Ministry of Education issued the ‘Opinions on the Implementation of Excellent Teacher Training Plan’ in 2014, Liu [8], Wang [9], and other scholars then began to carry out the research on the cultivation of ‘excellent’ preschool teachers.

In addition, for the preservice training model of preschool education major in normal colleges, researchers are mainly concerned with the curriculum provision and reform. The research on curriculum provision appeared earlier, and there has been a significant increase since 2005. Regarding curriculum provision, the study mainly focuses on the curriculum structure of preschool education in normal universities, and the research on curriculum content is relatively more minor. For example, Sun [10] proposed reconstructing preschool education courses in higher vocational colleges from the perspective of teacher qualification certificate system reform. Jin [11] pointed out there are some problems in practice teaching of preschool education specialty in colleges and universities, such as haste, randomness, and weakness, after investigating the present situation of practical teaching of preschool education specialty in 6 colleges and universities in Jilin Province. In response to the various problems

existing in the current training model of preschool education professionals in higher normal schools, researchers have researched from different perspectives and proposed some ways to optimize the training model, such as Hu and Zhao [12] who put forward to strengthen the 'school - garden' cooperation model, and Xu [13] who proposed to build a comprehensive quality training system for preschool education professionals in applied universities.

Regarding the related research on the preservice training management of preschool education in Malaysia, the Malaysian government has issued many education development plans since the beginning of the 21st century, including the 'Ministry of Education Mid-term Strategic Blueprint' (Pelan Strategik Interim, 2011~2020). The education blueprint makes the following plans for the preservice and postservice training of preschool teachers. The first is to improve the admission qualification of preschool teachers, carry out preservice training and in-service training actively, pay attention to the professional development of preschool teachers. The second is to improve the English level of preschool teachers, carry out STEM (Science, Technology, Engineering, and Math) education-related training for preschool teachers, and pay attention to the cultivation of professional quality of preschool teachers. Finally, the promotion channels for preschool teachers are expanded. The teachers and administrators should work together to ensure that teachers can focus on teaching [14]. From a quality point of view, Malaysia has launched the 'National Preschool Standard Curriculum' to ensure that the quality of preschool education courses can meet international standards [15]. Wang [16] argued that Malaysia attached great importance to the cultivation and improvement of teachers. It not only established the teacher qualification certificate system and stipulated the necessary academic qualifications for teachers at all levels but also established the system of free teacher refresher training. Based on Malaysia's multicultural background, Phoon et al. [17] proposed that it is crucial to support teachers in developing more critical understandings of multicultural education before it is



implemented. It can be done through teacher education training or programs.

To sum up, the existing studies on the preservice training of preschool teachers in China mainly focus on the positioning of preschool education training objectives and curriculum setting and reform. The comparison of preschool education among different countries mainly focuses on China and the developed countries, and there are few comparisons between Asian countries. Relevant studies on the preservice training of teachers in Malaysia primarily focus on the teacher policy and the importance of preservice training combined with the multicultural background of Malaysia. The specific curriculum system and class hours are rarely mentioned in the training process.

**Methodology.** This study selects one representative local undergraduate college in China and one in Malaysia (the sample college is treated anonymously and only represented by the sample college H and M), and takes its four-year undergraduate talent cultivation program of preschool education major as the research object. The methods of content analysis and comparative analysis are used to conduct an in-depth analysis of the training objectives, curriculum structure, curriculum content, curriculum nature, and the number of courses of the two sample colleges, thereby obtaining the overall situation of the curriculum system construction and the main existing problems of these two colleges for putting forward corresponding suggestions.

**Highlighting unresolved parts of a common problem.** Since this study only takes the undergraduate education training programs of H College in China and M College in Malaysia as the research object, it cannot represent the situation of all the undergraduate education programs of preschool education in the two countries. However, it can reflect the differences in undergraduate curriculum settings of preschool education between China and Malaysia to a certain extent.

**The purpose of the article** is analyzed based on the method of comparing the personnel management of Asian countries using the example of China and Malaysia, to use foreign experience in further research.

**Main results of research.** Both H in China and M in Malaysia set up the major of preschool education. The major of preschool education in H belongs to the Faculty of Education Science, and the same major in M belongs to the Faculty of Education and Humanities. Among them, the H college aims to train socialist builders and successors who could develop comprehensive development of morality, intelligence, physical education, art, and labor, and serve preschool education, that is, ideally, these teachers of tomorrow love preschool education, have good teacher ethics and solid basic theoretical knowledge of preschool education, possess firm parenting and education skills and sustainable development capabilities, and can be qualified as crucial teachers in teaching and management of preschool education institutions such as kindergartens.

M College in Malaysia aims to provide students with leadership, management skills, and knowledge in early childhood education. It mainly trains early childhood education teachers, team leaders, preschool management consultants, principals, and so on. The undergraduate training program of H College is more inclined to cultivate key teachers, while the undergraduate training program of M College is more inclined to cultivate management talents related to preschool education. In the training objectives of preschool education major, undergraduate institutions should be higher than those of junior colleges. In addition to including key teachers, four-year preservice training time should be fully seized to train potential managers and leaders for institutions related to preschool education.

**Distinctive general education courses in curriculum provision.** As Malaysia and China are both Asian countries, there are similarities and differences in the curriculum of their preschool education majors, especially in

the number of courses. In terms of the undergraduate curriculum of preschool education, H College in China mainly includes general education courses, subject basic courses, professional education courses, and practical teaching courses, as shown in Table 1.

*Table 1*

**Curriculum provision of preschool education major in H College**

Course structure	Course type	Course title
General education courses	Required general education courses	Ideological morality and rule of law, Basic principles of Marxism, Introduction to Mao Zedong thought and theoretical system of socialism with Chinese characteristics, Career planning and employment guidance, College English, College sports, etc.
Subject basic courses	Major platform courses and professional basic courses	Introduction to major, Human anatomy and physiology, General psychology, Educational scientific research methods, History of preschool education, Preschool children's health and health care, Music theory, etc.
Professional education courses	Professional core courses	Preschool children's health education, Preschool children's language education, Preschool children's social education, Preschool children's science education, Preschool children's art education.
	Teacher education courses	Introduction to education, Educational psychology, Presentation, Observation of children's behavior, etc.
	Professional elective courses	SPSS software application, Family pedagogy, Social psychology, Children's literature, Early education program design and development, Kindergarten organization and management, etc.
Practical teaching courses	Professional practical courses	Military training, Teaching skills training, Kindergarten novitiate, Education practice, etc.

*Source:* suggested by the author

Among them, the general education courses are required for all undergraduate majors in H College. College sports requires four semesters, and College English requires two semesters in succession. In addition to general education courses, many other courses are offered to enable students to master comprehensive knowledge and skills in preschool education, covering the

traditional theoretical courses such as 'Preschool education, Preschool psychology, and Preschool child health and health care', the research course like 'Educational Science Research Methods', teaching skills training courses, and other skill courses like 'Vocality, Dance, Piano, and Art'.

In terms of undergraduate courses of preschool education, M College in Malaysia mainly includes Mata Pelajaran Pengajian Umum (MPU) courses, professional courses, major courses, and Elektif courses, as shown in Table 2.

*Table 2*

### **Curriculum provision of preschool education major in M College**

Course type	Course title
MPU courses	Ethnic relation, Islam and Asia civilisation, Academic writing, Basic entrepreneurship, Co curriculum.
Professional courses	Child growth and development, Children with special needs, Teachers' ethics and professionalism, School management and leadership, etc.
Major courses	Language and literacy for young children, Children emotional and social development, Children health, Nutrition and safety, Management and quality early childhood centres, Family involvement in early childhood education, Science & technology for young children, Teaching practice, etc.
Elektif courses	Moral education in the school curriculum, Teaching methods & strategies in moral education, Assessment in moral education, Issues and trends in moral education.

*Source:* suggested by the author

There are five MPU courses in total, all of which are compulsory courses taught in Malay. For children's language, health, social development, and other aspects, both H College and M College have taken an essential position in compulsory courses. The difference is that H College gives students more freedom in elective courses, such as family education, Chinese education history, and other 37 elective courses. H College takes preschool teachers' moral education as a compulsory course of teacher education courses. A strong sense of professional identity and responsibility can improve students' willingness to teach and alleviate the shortage of preschool teachers in the training of teachers' ethics. M College only set up four elective courses, but they are all related to moral education. It shows that M College has also realized the importance of

teacher ethics for preschool teachers. In terms of the elective courses, H College gives students more free choice space, while M College gives students less choice.

In addition, for the 'Education of special children, School management and leadership', and other courses, H College selected them as optional courses, and M College set them as required courses. Combined with the training objectives of the two undergraduate institutions mentioned above, M College attaches more importance to cultivating the management ability of preschool education undergraduates.

Different course hours and teaching forms. For front-line teachers and managers of preschool education majors, practical education courses before entry are fundamental. The practical courses in M College mainly include "Research in the classroom, Teaching practice, Pedagogical models and strategies". The Chinese practice teaching runs through the four types of courses, and practice credits account for 30.6% of the total credits, as shown in Table 3.

*Table 3*

**Curriculum structure and credit ratio of preschool education major in H College**

Course structure	Compulsory courses		Elective courses		Total		Proportion of total credits	Credits of practical teaching	Ratio of practical credits to total credits
	Credits	Class hours	Credits	Class hours	Credits	Class hours			
General education courses	42	822	8	128	50	950	30.3%	5.5	3.3%
Subject basic courses	32	512	0	0	32	512	19.4%	5	3.1%
Professional education courses	30	480	29	464	59	944	35.8%	7	4.2%
Practical teaching courses	24	—	9	144	33	—	14.5%	33.0	20%

*Source:* suggested by the author

According to the data in Table 3, H College has over-completed the requirements of the Chinese Ministry of Education, which stipulates that the course credits of Humanities, Social and Scientific Literacy in general education courses should be no less than 10% of the full credits, and the credits of relevant courses supporting kindergarten education in all fields should not be less than 20% of the total credits [18]. The independent practical courses of H College are mainly kindergarten internships in each academic year and kindergarten internships in the third academic year.

In terms of class hours, all the core courses in H College have 48 class hours, among which 32 class hours are face-to-face lectures and 16 class hours are unified practice classes. Other courses and the electives are 32 class hours. Among the 37 elective courses, in addition to 'Teaching aid design and production, Dance basics, Children's dance' that range from 8-32 class hours of practical teaching, the other 20 elective courses with 32 class hours are all taught in the form of lectures. In the elective courses mainly based on lecturing, how to combine other teaching forms to arouse the enthusiasm of undergraduate students' classroom learning is also the aspect that needs special attention in the course implementation.

The Total Student Learning Time (SLT) of each course in M College is 120 class hours. Among them, SLT includes Lecture, Tutorial, Practical/Lab/Project, and Others. All of the face-to-face lecture's class hours are 28, and there is no distinction between compulsory courses and elective courses. Each course is arranged with Self-Learning hours, which are around 47 hours. In this respect, it is very different from H College.

**Conclusions.** This study takes the undergraduate education programs of H College in China and M College in Malaysia as the research object and draws the following conclusions. From the perspective of training objectives, H College's undergraduate training program of preschool education is more inclined to cultivate key teachers, while M College's training program is more

inclined to cultivate management talents related to preschool education. Excluding H College's general education courses and M College's MPU courses, H College has more courses in comparison, with 37 elective courses. M College only sets up four elective courses, but they are all related to moral education. The practical courses of H College mainly focus on kindergarten probation and internship, while that of M College is primarily reflected in teaching practice. In terms of class hours in the curriculum implementation, the major core courses of H College are all 48 class hours, and other courses and elective courses are 32 class hours. Among the 37 elective courses, 20 elective courses are lectured. The Total Student Learning Time (SLT) of each course in M College is 120 credit hours. Among them, each course is arranged with self-learning hours, basically around 47 hours.

Through the comparison of preschool education training programs between the two colleges, it can provide enlightenment to colleges in China, Malaysia, and other countries with the same or similar curriculum, although it cannot represent the situation of all preschool education undergraduate institutions in the two countries. First of all, when formulating a training program, it is necessary to clarify the basis and principles of the training program. For example, it should meet the requirements of national education laws and regulations on the basic knowledge and quality of undergraduate talents in preschool education and consider the characteristics of the training objects. Meanwhile, it should be formulated based on comprehensive consideration of the different needs of experts in the field of discipline, front-line early childhood educators, teacher education managers, preschool education undergraduate normal university students (including graduates), plan making experts, and other personnel. Secondly, in the preservice training, the training objectives should meet the talent requirements determined by the training object and the training level. The level of preschool education teachers for undergraduate students should be higher than those for junior college students. In addition to training

front-line backbone teachers, it is also necessary to cultivate potential management talents for preschool education institutions.

Moreover, students should be given more options in the curriculum setting except the compulsory courses required by relevant departments to arouse their learning enthusiasm. In the preservice training of preschool education teachers, teachers' ethics should be put in the first place, which is the basis for the management talents of preschool education institutions such as front-line backbone teachers and kindergarten principals. Finally, it is also necessary to integrate practice into other courses except for the novitiate, internship, and other forms of practice in the course implementation. The teaching methods should be optimized according to the needs of students, the differences of students should be respected, and various teaching methods should be flexibly used. Additionally, in the preservice training stage of the undergraduate course, students should be given a certain amount of self-study time to cultivate their independent learning ability.

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