

# The Current Situation and Exploration of the Curriculum Implementation of "Design and Practice of Kindergarten Education Activities" for Five-year Kindergarten Teachers

Chen Yan

School of Primary Education, Zaozhuang College  
Zaozhuang, Shandong 277300

**Abstract**—Starting from the characteristics of the five-year pre-school education major, the article analyzes the importance of the course "Design of Kindergarten Educational Activities" and points out the problems in the course teaching through investigation. It also puts forward suggestions for improvement in view of these problems and explores strategies for better implementation of the course: fully opening school hours, strengthening the construction of teaching staff, and reforming the teaching methods, means, use of teaching materials and diversification of evaluation mechanisms.

**Keywords**—Five-year kindergarten students; The design and practice of kindergarten education activities; Status of implementation; Strategy

## I. INTRODUCTION

"Design and Practice of Kindergarten Educational Activities" is the core curriculum of the five-year preschool education major. It is a dual and applied curriculum that focuses on the training of students' educational and teaching ability, and combines theory and practice. It is an intermediary and bridge between the theoretical courses of "three studies" (pre-school hygiene, preschool psychology and pre-school pedagogy) and the practical courses of "speaking, singing, playing, jumping, painting" and "education internship". It plays an important role in realizing the goal of training applied talents for the five-year pre-school education major and promoting the role conversion of students to qualified kindergarten teachers<sup>1</sup>.

The author has been engaged in the teaching of "Design and Practice of Kindergarten Educational Activities" for 8

years, and found that the students have not fully realized the importance of learning this course. Many students think that theoretical study is too boring, superficial and uninteresting. The activity lesson plan exercises, the design suspicion use one's head, cramming for the last minute, deals with hastily;

See the lack of ability in internship activities, unable to cope with, difficult to start.

At the same time, the author found many problems in the process of implementing the curriculum through investigation in other schools, and sorting out these problems is helpful to cultivate the knowledge, skills and emotional attitude that students need to engage in kindergarten education and teaching, so as to improve the teaching skills of kindergarten teachers (designing kindergarten activity plans and lesson plans, organizing activities, etc.), and lay the foundation for education practice and kindergarten teaching in the future.

## II. PROBLEMS

### A. *The kindergarten education activity design and practice "curriculum teaching status and existing problems*

In order to better explain and analyze the opening of this course, the author investigated three normal colleges with more than 400 pre-school education students in Zaozhuang area, and compared the opening time, class hours and special skills courses of the course "Design and Practice of Kindergarten Education Activities" in the professional construction talents training plan. The author found that:

1) *The courses are offered in different ways and the number of hours is seriously insufficient*

TABLE I. COMPARISON OF DIFFERENT CURRICULUM HOURS IN THREE PRESCHOOL EDUCATION MAJOR NORMAL UNIVERSITIES IN ZAOZHANG AREA.

	Activity design	Vocal music	Piano	Dance	Paintings	Manual	Solfeggio
A school (opening time, class hours)	Fifth semester 64 hours	Third semester 80 hours	First semester 144 hours	First semester 144 hours	First semester 102 hours	Third semester 72 hours	72 hours in the third semester
School b (opening time, class hours)	Seventh semester 36 hours	First semester 140 课时 140 hours	First semester 140 课时 140 hours	First semester 140 课时 140 hours	First semester 140 课时 140 hours	Fifth semester 36 课时 36 hours	Fifth semester 36 课时 36 hours
C school (opening time, class hours)	The course was not offered.	Second semester 108 课时 108 hours	First semester 64 课时 64 hours	First semester 96 课时 96 hours	First semester 32 课时 32 hours	First semester 64 课时 64 hours	First semester 48 课时 48 hours

From the table, the author finds that this course has the least class hours in the three normal universities. Compared with any other specialized skill course, it is offered late, with few class hours and low status, which also shows that schools do not pay enough attention to this course. School C did not offer corresponding courses, but only inserted the contents into corresponding subjects, which were freely arranged by teachers of various subjects. The author thinks that in the actual kindergarten teaching activity design, the activity design in a single field is relatively rare, which is often the integration of multiple fields and more comprehensive activities. Therefore, School C disperses this course, which limits the integration of course contents and is not conducive to the cultivation of students' comprehensive ability. Therefore, the author thinks that it is not conducive to the improvement of students' ability. However, schools A and B arrange 64 hours and 36 hours respectively. For teachers, the teaching task is relatively heavy and the theoretical knowledge taught is not easy to carry out. For example, "Mathematics Education for Preschool Children" includes 5 major contents and 4 types. Each type has its own characteristics and basic teaching links. However, due to the limited number of hours, the interaction and communication between teachers and students are less, which leads to the students' inability in teaching design and loss of interest in this course. This is a dual course that combines theoretical knowledge and practical application. Teachers should leave time to guide students' practice and practice while explaining theories. Therefore, this course should have both theoretical and practical class hours, and more attention should be paid to the latter. If the class hours are calculated on the basis of a school year and 4 class hours per week, the total class hours should reach 144 class hours, corresponding to Table 1. It is found that the class hours are seriously lacking and the gap is large.

2) *Weak faculty, teachers and students with little contact with young children, lack of understanding*

This course mainly includes five modules: kindergarten health, language, science (mathematics), society, art, music and life, and the creation of corner games. It is a comprehensive and diversified course. For teachers, teachers are required to graduate from pre-school education and have rich practical experience in kindergarten teaching. However, after investigation, the teachers of this course are not from pre-

school education major, and many teachers enter universities directly after graduation and have no experience in kindergarten practice, which brings inconvenience to the development of high standards of the course. On the other hand, most of the students learn about the characteristics of children in different stages through theoretical study, mainly relying on imagination. Because there is no practical experience and lack of perceptual knowledge of children, such study lacks effectiveness and pertinence. The students master some theories very well, but they are timid in actual teaching. When organizing kindergarten activities, they feel that theory and practice are divorced from each other.

3) *Relatively rigid teaching methods and means, lack of innovation*

After investigation, the author found that "Design and Practice of Kindergarten Educational Activities" is mainly based on teaching theory. Teachers are used to indoctrination teaching and students learn passively in the process, which leads to the organization of kindergarten activities by teachers and students limited to language communication. Once the kindergarten is out of touch with the use of learning, the design and guidance methods learned are lack of practicality and effectiveness. In addition, although many colleges and universities have added multimedia technology, they have only added some cases or kindergarten videos (most of which are downloaded from the internet and are not suitable for the local area), thus causing students to feel tired of learning this course.

4) *Teaching materials are not uniform, and not suitable for kindergarten teaching in the region*

At present, the teaching of this course is mostly based on a textbook, and the content of the textbook is mostly pure theoretical knowledge explanation. Some textbooks are accompanied by cases (mostly relatively simple), but the cases are quite old-fashioned and lack innovation, which is not suitable for kindergarten teaching in the region. This course requires students not only to master basic theories and methods, but also to learn methods to solve problems, and to be able to use these methods and organize kindergarten teaching activities. Therefore, the current teaching materials make it difficult for teachers and students to achieve the teaching objectives required for this course.

Tang Yan. Exploration and Research on Curriculum Design and Teaching Reform of Kindergarten Educational Activities Design and Guidance [J]. Basic Education Research, 2011(6).

Geng Jie. Strategies for Practical Teaching of Kindergarten Activity Design for Preschool Education Major in Higher Vocational Colleges [J]. Off-Campus Education in China, 2013(8)..

5) *The assessment method is single, focusing only on the final evaluation*

The author talked with teachers and students in other colleges and universities through discussion and communication, and found that the examination method of this course is relatively single. The examination is mostly simple examination of examination papers, and most of them are conducted at the end of the term. It is impossible to test the students' ability of activity design and practice application, resulting in students' stiff recitation before the examination, but only learning the basics.

The theoretical knowledge, the application of activities and methods, is only known but not used. It fails to lay a good foundation for the future kindergarten work of students, resulting in students' confusion during their internship.

B. *The future "kindergarten education activity design and practice" curriculum reform exploration*

In view of the above problems, the author thinks that the curriculum of "Design and Practice of Kindergarten Education Activities" should be reformed in the following aspects.

1) *Open full hours, pay attention to the cultivation of students' teaching ability*

The author believes that too many students and too few class hours will inevitably lead to insufficient deepening of teachers' practice in the teaching process. The time is relatively short and it cannot provide every student with sufficient opportunities to demonstrate and exercise their abilities. Only on this basis can the amount of class hours be increased and sufficient class hours be opened to ensure that teaching can be conducted in an orderly manner in both quality and quantity. Suggested class hours: 144 class hours (theory class hours: 36 class hours, practice class hours: 108 class hours), the opening time should be arranged in 5 and 6 semesters. Before this, students should learn the knowledge of pre-school pedagogy, preschool psychology and hygiene to lay a theoretical foundation for the opening of this course. In the fourth semester, they should arrange the study of kindergarten outline and development guide. In the fifth semester, they should complete the study of kindergarten activities and the elements of activity design. They should design activity objectives according to requirements, design activity teaching fragments through learning methods, and design activities in various fields. In the 6th semester, there will be 60 hours of activity teaching in various fields and lectures. After the end of the 7th semester, there will be an internship.

2) *Strengthen teachers and encourage teachers and students to enter kindergartens.*

In view of the higher requirements for teachers' comprehensive skills and practice in this course, in order to improve the teaching level, teachers must be strengthened. The author thinks that the reform should be carried out from three aspects: first, the course can be equipped with teachers who are not only teaching, but also can choose multiple teachers who are proficient in their own professional modules. Teachers can communicate with each other, prepare lessons collectively, and ensure the continuity and stages of teaching, so that the learning of each module is backed up by optimized teachers;

Second, when selecting teaching teachers, teachers with rich practical experience should be selected, or excellent kindergarten principals and key professional teachers in the region should be invited into the classroom. Third, schools should encourage teachers to enter kindergartens for practice and provide students with regular opportunities to practice in kindergartens every semester. This will not only enable relevant teachers to sum up experience from practice, improve skills, and introduce some suitable teaching cases and problems for students to discuss, but also enhance students' contact with young children during practice, enrich their perceptual experience of young children, and provide students with practice space for theoretical study and combine learning with application.

3) *Diversification of teaching methods and means, and improvement of comprehensive quality from multiple perspectives*

Teachers should change the traditional teaching methods and traditional teaching methods, adopt multimedia teaching, and construct new teaching classes through new teaching methods such as case teaching, role simulation and project teaching. When teaching theories, we can combine kindergarten cases and teaching videos or listen to kindergarten teaching in person. Through discussion and analysis of students, we can write summaries and promote students to think actively, thus deepening the understanding of theoretical knowledge. In addition, through the design of lesson plans, teaching observation and evaluation, simulation teaching, trial teaching, probation, internship, kindergarten activity design competition, kindergarten lesson presentation competition, etc., through the reform of teaching methods and means, the design practice and simulation training can be combined, and the theoretical teaching and practical teaching can be combined, so that students can be personally present and experience the teaching, and the ability of education and teaching can be cultivated.

4) *Exploring the use of teaching materials*

The teaching content of this course should not be limited to one textbook, but should refer to advanced and applicable textbooks and make comprehensive use of them. Teachers are encouraged to compile school-based textbooks "Design and Practice of Kindergarten Education Activities" by themselves or in cooperation with brand kindergartens. Based on the first-line materials of kindergartens, more practical and up-to-date cases and problems that students will encounter in their work in the future will be introduced, and students will also be exposed to more new games suitable for children's growth and learning, which will provide inspiration for future job design and practice of new activities, enhance interest, make students' learning passive to active, and really like this course.

5) *Exploration of diversification of evaluation mechanism*

Through abstract examination and summary evaluation, students' ability to solve practical teaching problems cannot be tested. Therefore, it is necessary to change the past too inflexible examination methods. It is necessary to conduct a modular and diversified examination based on the students' usual classroom performance, participation in discussions, role simulation and whether the activity organization is positive. The purpose is to examine the students' organization and

design activities and their comprehensive abilities and skills, and strive to comprehensively and objectively reflect the students' individual learning situation and comprehensive teaching quality.

### III. CONCLUSION

In short, consolidating the cooperation between kindergarten and school and optimizing the practical teaching of the course "Design and Practice of Kindergarten Education Activities" can effectively highlight and temper the professional core competence of kindergarten teachers, truly realize the zero-distance integration of classroom teaching and kindergarten, the zero-distance approach between teaching content and professional needs, the zero-distance contact between practical teaching and professional posts, and comprehensively improve students' practical teaching ability and specialty. Literacy is the key to effectively improve the teaching quality of this course and to train qualified kindergarten teachers.

### REFERENCES

- [1] Jie Qing. "Kindergarten Education Activity Design and Guidance" Curriculum Teaching Methods-Heuristic, Practical Teaching [J]. University Education Research, 2008, (8).
- [2] Geng Jie. Research Field of Kindergarten Activity Design Curriculum in Higher Vocational Colleges under the Background of School-enterprise Cooperation. China Science and Technology Information, 2012(23).
- [3] Li qiaoying. learning essentials of kindergarten educational activity design [j]. cultural and educational materials, 2008, C8.
- [4] Li Yongming. Higher vocational pre-school education professional "kindergarten activity design and guidance" curriculum teaching reform [J]. Teaching reform research, 2014(41).
- [5] Nan Jiao Peng. Research on Problems and Countermeasures in Kindergarten Education Activity Design Course Teaching-Taking a College in Shaanxi Province as an Example [J]. Innovative Education, Intelligence (210).