Implementation Paths of Curriculum Integration in Five Majors of Preschool Education

Wei Chen[1,a,*], Wenwei Yang[2,b]

[1]Yunnan Technology and Business University, Kunming, Yunnan, China

[2]School of Humanities，Yunnan Technology and Business University，Kunming, Yunnan, China.

[a]1528512602@qq.com; [b]757319926@qq.co

[*]corresponding author

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Abstract: The five main courses of preschool education focus on training students to master the relevant theories of kindergarten activities and master their abilities in kindergarten education and teaching activities. However, in the five main areas of curriculum development, there are many problems that reduce the effectiveness of teaching. Through the analysis of the problem, it is found that it is necessary to systematically design the curriculum teaching in the five major areas for the following reasons: one is the requirements for the setting of teaching objectives in the five major areas, the second is the requirement for the development of kindergarten theme activities, and the third is the scientific evaluation of curriculum teaching in the five areas Sexual requirements. In addition, combining three aspects, it is also feasible to systematically design courses in five major areas: first, the curriculum overlap of the five key areas corresponds to the teaching mode; third, the school attaches great importance to education reform and encourages teachers to promote research And teaching research. This paper studies the implementation path of curriculum integration in the five major areas of preschool education. This paper collects data from a school's preschool education specialty. The data shows that it increased by more than 100 from 2015 to 2017. The number of students in 2018 has reached 170 and there are two classes at the same time. According to the statistical analysis of the number of students enrolled in the five major courses of preschool education from 2015 to 2019, the number of students has increased from 2015 to 2019, but the actual number is less than half of the total number of students.

1. Introduction

In recent years, with the deepening of education reform, people have focused their attention on courses that combine teaching theory and teaching practice to change teachers' views on education, improve teaching methods, and improve teaching quality [1]. Good results However, due to various factors, there are still many problems in the classroom, especially "units" ("single"), "independent" (class monopoly) and "dead" (teachers have difficult teaching methods and students are passive) . Classroom training is still available, with features such as "paying" (time-consuming, labor-intensive, and inefficient teaching) [3]. Traditional classroom teaching is centered on teachers and adapted to the needs of a "lecture" learning environment. This environment promotes the transfer of a large amount of knowledge in the classroom and is not conducive to the learning level and motivation of students.

The five main courses of preschool education are "Language Education for Preschool Children", "Health Education for Preschool Children", "Science Education for Preschool Children", "Art Education for Preschool Children" and "Society for Preschool Children" Education "[4]. These courses are the foundation of higher education and compulsory pre-school education courses, and the integrated forms are theoretical and practical. The first goal is to develop student theories related to kindergarten activity design courses, and the second goal is to develop skills to build and organize kindergarten education and teaching activities to enable students to engage in professional

work at zero distance after graduation [5-6] . The system design of the five main courses involves integrating different courses into five main courses, integrating and improving the content of different courses, optimizing the learning process of different courses, and cooperating with each other in teaching evaluation. Encourage the development of five courses in a spiral form to maximize the learning effect and achieve learning goals [7].

According to the current field goals and curriculum, higher education institutions are still subdivided into semester education courses. Preschool education courses are divided into five fields: health, language, social, science, and art. We need to incorporate and incorporate this field into the kindergarten curriculum model. First, colleges and universities need to carry out some reform and constructive work on the curriculum and curriculum so that preschool teachers can incorporate preschool students into the learning and design of the university [8]. At the same time, the integrated teaching method curriculum not only plays a demonstration role, but also plays a leading role. It should be able to design preschool courses for students in order to better implement a universal curriculum in early childhood education [9]. Knowledge and skills are key elements of curriculum development, and training programs focus on the selection, organization, and implementation of knowledge and skills. The integrated curriculum aims to integrate knowledge from various fields from an organizational perspective, focusing on children's topics in learning and activities, and promoting the development of basic literacy for the purpose of the curriculum. In a single assessment course, learn how to design a thematic course based on your learning goals. We need to incorporate ideas into the curriculum on the basis of a licensed preschool education curriculum. The unified curriculum will be based on five key areas, and the content of each area should follow the principles and rules of pedagogy, and reach the goal of penetrating the education curriculum in this area [10-11].

2. Method

2.1 The Method of Establishing Multi-dimensional Interactive Learning Models in the Five Major Teaching Fields

Teaching in the five main areas of preschool education addresses the needs of kindergartens to develop core professional skills and teaching abilities of preschool teachers. The overall curriculum design is based on basic "students" and "experience." In the practical part of the school, students lay the foundation for the true teaching of kindergarten through a series of interactive hands-on learning and learning activities.

During this time, students carry out theory → clear assignments → observation → collaborative discussions → schematic design → simulation test teaching → reflection and improvement of six-step interactive learning activities, learning thinking, learning thinking, reflection thinking meetings and interactive objects are The differences are mainly teacher-student interactions in practice, teacher-student interactions in student activities, student-student interactions in group activities, and youth interactions to build multidimensional interaction systems for students.

Theoretical work:Adopt a theory sufficient to illustrate the content of social education for preschool children.

Determine allocation: During the learning process, students develop an intentionally active task learning environment to cultivate a clear sense of task.

Watch the case:Provide students with better kindergarten education and social activities, understand the details of the social activity process and the strategies used by teachers to organize activities, and provide a wealth of practical experience.

Discuss together: In order to allow more students to speak freely and encourage each other in the group, we take the group discussion-a representative lecture teacher review step, and encourage students to quickly transform existing ideas into practical theoretical knowledge.

Design: Through group discussions and mutual assistance, students can collaborate and discuss with each other to complement and improve the design of their educational activities.

Try to learn: The team works with students to implement kindergarten education to understand

the learning environment and to view the various interactions of kindergarten socialization and learning in a simulated classroom. And easy access to kindergarten education. Experience in improving learning and teaching skills.

Reflection and promotion: Focusing on the challenges of simulating practical teaching, students guide themselves to reflect and discuss practical problems, integrate practical experience, lay the foundation for future kindergarten teaching, and understand that problems are resolved in a timely manner.

2.2 Evaluation Methods of Teaching in Five Major Areas

This model is consistent with the nature of the curriculum in the five main areas of kindergarten and also provides students with a wide range of opportunities for self-expression.

First, in terms of learning time, the target steps include training, classroom teachers, discussion, reading, writing, etc. Related to the event. The lack of classroom time in the classroom also makes it easier for ordinary students to learn.

Secondly, from the perspective of the education field, the practical ability of ordinary students in this learning mode has been cultivated in a virtual environment, putting ordinary students in a practical position, filling the gap between theoretical teaching and ordinary student practice .

Third, as far as teaching activities are concerned, the level of teaching activities is aimed at problem solving, online discussion, writing, reading, etc. to improve students' motivation and efficiency. Use a variety of technologies, such as; teaching and demonstrating the personal abilities of normal students can help shape their educational personality.

Fourth, in terms of learning content, the learning content not only extends from textbooks to the breadth of knowledge, but also extends to the deeper level of knowledge and theoretical knowledge into the integration of the curriculum. In this mode, the classroom is rich and vivid, and the classroom is no longer a separate lecture room. Enhance the thinking activities of normal students and stimulate their learning potential.

Fifth, the emphasis is on the timely evaluation of the learning model. At each stage, the completion of the learning tasks can be assessed in a targeted manner, thereby effectively promoting the initiative of normal students.

3. Experiment

Step 1: Comprehensive testing. Research and research facilities are suitable for all teachers and students in the school and efforts are being made to attract other professionals. Make sure that the findings are relevant to all preschool teachers. It is recommended to conduct a comprehensive curriculum study that meets the needs of curriculum reform and professional development to implement a comprehensive preschool curriculum experience.

Step 2: Initiatives. At each stage of the project research, we must fully mobilize the desire of each teacher to participate in educational activities, and mobilize the initiative of all teachers in the five main areas of preschool education. Let preschool children understand the importance of integration in five areas.

Step 3: Research Practice. The essence of this theme is to carry out some reforms and constructive work on the curriculum of preschool teachers, so that preschool students form a single concept in university learning and teaching. At the same time, the integrated pedagogy curriculum has also played a demonstrative and leadership role in developing the ability of preschool students to prepare interdisciplinary courses to better implement integrated curriculum in future preschool education.

Step 4: Cooperative Practice. Separate traditional scientific research and application allocation models, place a direct experience library on this topic to check changes and applications of research results, "Action Research" continues the entire project process from beginning to end, and project teams apply "Project Research + Practice + Experience" ". Use the "basic investigation" innovative research model to test the results of the research phase, provide timely feedback, and make timely adjustments to improve the credibility and reliability of the project.

4. Discuss

4.1 Experimental Results and Analysis

Pre-primary education quotas are currently low in five main areas. Preschool education in a school was established in 2001. The five main areas of the preschool education program for classes from 2015 to 2019 are professional courses, and each student can choose only one area. The scope of "preschool science education" is limited to 50 people. From 2015 to 2017, this number rose to 100. The number of students in 2018 has reached 170 and there are two classes at the same time. According to the statistical analysis of the number of students enrolled in the five major courses of preschool education from 2015 to 2019, the number of students has increased from 2015 to 2019, but the actual number is less than half of the total number of students. As shown in Figure 1.
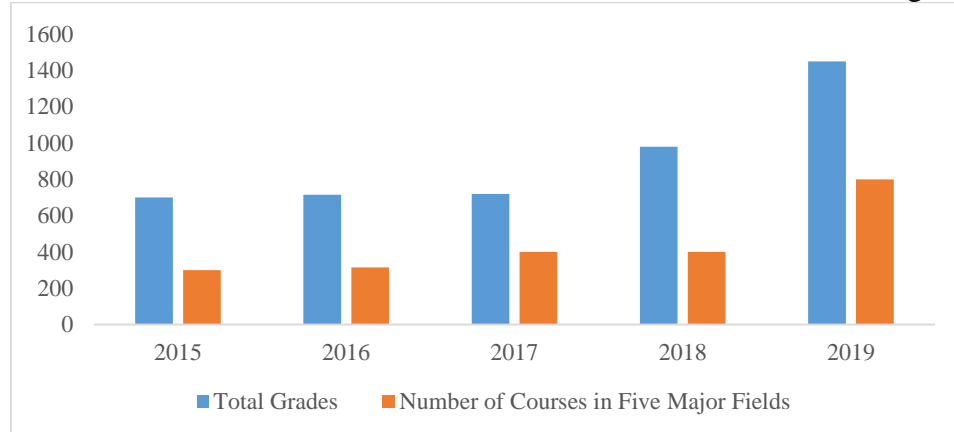

Figure 1. Statistical analysis of the number of students in the five fields of the 2015-2019 class

Based on Table 1, we can find that there are mainly three major courses in preschool education majors in China's universities. At the same time, various courses are divided into many course modules. Among them, the module division of general education courses is relatively fine, and most of them are in colleges It is classified as a practical teaching course. At the same time, the "university aesthetic education" in the general education course of the school is quite distinctive. Secondly, the school's teacher education program has a large proportion and a reasonable structure, including "educational research and development", "professional beliefs and training education" and "research and training and innovation activities". The link between vocational training and teacher education courses is a place for research.

Table 1. Curriculum structure planning for preschool education majors

Course type	Course modules		Credits and Proportions	
General Education Course	Ideological and political theory		14	44 credits in total Percentage 27.16%
	University foreign language		10	
	information Technology		5	
	Sports & Health		4	
	Military training and military theory		2	
	University aesthetic education		2	
	Public elective		7	
Professional Education Course	Related Subject Basis		15	76 credits in total 51.23%
	Subject basis		43	
	Professional direction		18	
Teacher education education courses	Teacher physical education	Required Courses for Teacher Education	22	42 credits in total 21.61%
		Educational Research and Development	10	
	Professional Belief and Development Education		2	
	Research training and innovation activities		2	
	Graduation thesis		6	

4.2 Strategies for Simulated Teaching in Five Curriculum Areas

4.2.1 Strategies to improve the basic structure of the curriculum

In order to improve the effectiveness of simulation teaching methods, teachers should comprehensively review the comprehensive knowledge system of preschool children, and continuously optimize the learning objectives that reflect the advanced nature of simulation teaching content. Effectively combine students' knowledge system with practical learning tasks to achieve the purpose of expanding student experience. Secondly, in order to optimize the content of simulation teaching, it is necessary to simulate the needs of young children in preschool education so that they can obtain subjective awareness of children and achieve professional development. Third, assess the performance of preschool students, provide comprehensive guidance to improve student learning, and achieve the goals of promoting student reflection and continuously optimizing preschool students.

4.2.2 Adopt cyclic learning mode

The simulated learning activity is divided into two phases: design and implementation. By fully mobilizing students' participation, they should encourage students to actively participate according to the requirements of the simulation situation, familiarize students with the educational situation of the kindergarten, master some common sense, and organize students. Characteristics and tasks of subject knowledge. For example, in large class teaching, "shadow" training should not only teach the relationship between light and shadow, but also guide children to their ability to explore knowledge based on their own characteristics. The implementation of the simulation also requires effective interaction between the classroom and the classroom. Each student must have simulation experience while receiving feedback from other students in order to achieve a comprehensive expansion of learning and develop students' professional skills.

4.2.3 Conduct a comprehensive and clear assessment

Using only clear and effective assessment methods, we can fully identify the quality of students' participation in simulation learning activities, provide students with space for expansion and reflection, and effectively improve the quality of simulation learning activities. First, we need to clarify the quantitative evaluation criteria, create a clear quantitative evaluation chart, and conduct a summary evaluation based on student performance. Secondly, it highlights the advantages and disadvantages of students 'practical activities, summarizes the students' problems, improves the practical efficiency of simulation teaching, guides students to think deeply, and improves the quality of simulation teaching.

5. Conclusion

The development of preschool education in China shows that it is based on open policies. The two documents of 1979 and 2010 directly led to two peaks in the development of preschool education. At present, preschool education in mainland China is moving towards a standardized and institutionalized path, and the dissemination of multiple policy documents has established a policy network for preschool development and provided institutional support for preschool development. The simulation learning method recognizes the effective connection between the working environment and the classroom, and aims to encourage students to think more deeply. It is an important tool to improve the efficiency of education and solve the five main problems of preschool education. With the extension of simulation teaching, students' comprehensive ability and quality can be comprehensively improved. It is necessary and practical to systematically design courses in five main areas before education. So, from this perspective, what problems will you face in the education reform of the five core courses, what will be achieved, what are the influencing factors, what specific procedures are there, and how will they be measured and evaluated? Take action while reflecting on real teaching. Through a series of multi-dimensional interactive learning, students not only completed the preliminary collection of theoretical knowledge, but also

familiarized themselves with specific movement training methods, methods and techniques in five key areas, supplemented clear knowledge and participated in early childhood learning. One of the professions of teachers has laid a solid foundation. At the same time, multi-dimensional interactive teaching highlights students' non-intelligence factors, teamwork and interpersonal relationships have been significantly improved, laying a good foundation for community action and future integration.

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