

Construction and Implementation of Kindergarten Adaptive Development Curriculum in Guizhou Province

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Abstract

This study started from the understanding of child developmental suitability practice, if kindergarten teaching is to adapt to the universality of children's vigorous development, it must take full account of the synchronicity of all children's development, and it must adapt to the flourishing of all kinds of children, show special interests and needs, and take into account its personality. This study proposes that the adaptability of kindergarten teaching is prominent, two points: first, adaptability; Second, sustainability, the two are also closely related.

Keywords

Adaptive Curriculum; Preschool education; Curriculum development.

1. Introduction

The development and reform practice of the kindergarten adaptive development curriculum in Guizhou Province began with the kindergarten curriculum construction project launched by Guiyang Preschool Normal College (starting now referred to as "Guiyang preschool College") in 2010. It aims to promote the reform, transformation, and upgrading of the kindergarten curriculum in Guizhou Province, promote the integrated development of urban and rural preschool education and improve the overall level of preschool development in Guizhou Province. Before implementing the project, Guiyang children's college made a detailed literature review on the trend of kindergarten curriculum reform and development at home and abroad to provide sufficient research basis for constructing a curriculum concept and curriculum system that is both advanced and connected with Guizhou.

This study points out that the formation of adaptive development teaching reflects the following educational concepts:

2. Subject to Respect for Children, the Curriculum Aims and Is Designed to Suit Children's Physical and Mental Development

"Kindergarten teaching syllabus (trial)" clearly states: "Kindergarten education is an integral part of primary schools, is China's schools and lifelong teaching to lay the stage of development," so kindergarten education must be for the development of children, to provide favorable conditions for the individual development of each child to lay the foundation for the development of young children (Anderson & Stillman, 2013). To promote the personality development of young children is to treat and respect children fairly, including respect for children's character and rights. Children, no matter how they do not grow up, are social subjects with their character and power. Children, like adults, have their basic values and dignity interests, and requirements and have the right to life, the right to development, and the right to participate in the basis of the right to fully understand and respect children is the kindergarten

curriculum design principles should be followed (Anderson & Stillman, 2010). Caring for children also includes the difference between tolerance and caring for children. Each child is very different, has a very different individual, learning, behavior, taste, and other characteristics have the family background and life experience differences. When setting the goals of the kindergarten curriculum, we should pay full attention to and respect these differences of children, respect every child openly and equally, and try to refrain from judging every child according to uniform standards, to effectively achieve "respect, children in the level, ability, experience, learning, and other differences.". In addition to respecting children, it also helps, every child learn and encourages each child to develop his or her personality.

To reflect the main position of children in school activities, the kindergarten curriculum should be based on children's reality and needs and must pay attention to children's characteristics, interests, preferences, and learning motivation, the curriculum should adhere to the principle of adaptability of young children (Stillman & Anderson, 2011). On the basis of this principle, the kindergarten curriculum should be adapted to every child, but because there are individual differences among children, the curriculum should vary from person to person; at the same time, the purpose of the curriculum, standards and implementation should be based on in-depth study of young children, mastering their characteristics and practical needs, which is also the premise of curriculum development, making it the basis of curriculum design, implementation and evaluation, it also makes the goal more scientific, reasonable, educational connotation more applicable to all young children, while preventing those in the curriculum development process of extreme behavior; In addition, the content of the project is designed to create opportunities for children to express themselves fully, to guide children to actively explore and innovate, that is, in the design of the curriculum, children and teachers should be given sufficient time and space, let the children explore and construct the concrete activity form and connotation together.

3. Based on Children's Social Life, the Curriculum Content Is Closely Related to Children's Life and Social Reality

The daily life of a kindergarten is not only a practical daily life for children, but also a daily life related to intentional and conscious teaching purposes, and these daily lives are also very relevant to the development of children, the meaning of the bond. Although the main purpose of the daily life of the kindergarten is not to serve the children's later life, however, there are a lot of existential values in these daily lives which are vital to the children's later development. Teachers should pay full attention to these values. Therefore, kindergarten teaching should also make full use of children's life themselves. Of course, the daily life of a kindergarten is not a single meaning in kindergarten teaching, and the daily life of a family is also a key aspect of kindergarten teaching, and the unity and cooperation between the daily life of the family and the daily life of the kindergarten is the decisive reason for the teaching effect of the kindergarten. Therefore, children's primary school life, the daily life of the family are the main resources of kindergarten teaching, is an important guarantee for kindergarten teaching to achieve results, but also a foothold for kindergarten teaching survival.

Of course, while taking into account children's daily life, kindergarten teaching also pays attention to the social relevance of teaching, but because of the characteristics of preschool children's physical development, the content of preschool education can not be as strict as that of the primary school curriculum, and the content of the preschool can not reflect the social needs as urgently and highly as the primary school textbooks. It is more to cultivate the foundation of children's social quality, the point is to promote the full development of the child. The needs of the Society for the children should be taken care of with the physical development characteristics of the children and should be separated from the needs of the school-age

children. From this point of view, preschool education curriculum should be as far as a possible and social reality, should help children to pay attention to people and things around them, cultivate children's concern for society. Life is pluralistic, multi-level, social life is mutual infiltration, mutual contact. Although individual life and social life are only a relative division they coexist. The different stages of social life are not separated from each other but are organically linked together. In the construction of kindergarten and kindergarten curriculum, on the one hand, teachers should make full use of this connection and emphasize the connection and integration of teaching experience, on the other hand, not all connections have a positive impact on a child's development, meaning, and sometimes too many connections hurt a child's development, both quantitatively and qualitatively. Therefore, the kindergarten curriculum should be selective, but can not be arbitrarily accommodated; the kindergarten curriculum is based on daily life, but can not equally reflect the daily life of the community as a whole, so the kindergarten curriculum is more, pay attention to the daily life of children, the main one is the kindergarten life.

4. Conforming to the Main Trend of the Comprehensive Development of the Times, the Theoretical Research of the Curriculum Is Moving Towards the Integration of Multi-Disciplines.

In modern education and teaching theory, attention is paid to the principle of synthesis, and cognitive teaching and affective teaching are integrated as a whole based on the unity of consciousness, emotion, and action, this provides a theoretical basis for the comprehensive reform of preschool education curriculum(Saeki, et al.,2018). The main goal of the preschool curriculum is to promote the harmonious development of children's intellectual factors and non-intellectual factors. To achieve this goal, it is necessary to combine children's consciousness, emotion, action, etc., the two aspects of teaching are closely linked, and the establishment of a comprehensive teaching system is the most effective way to achieve this combination. This comprehensive method is the integration of teaching objectives, teaching content and realization path, which is as follows: in the general objectives of teaching activities, the explicit general objectives and the implicit general objectives are organically combined; The main general objective and the secondary general objective are organically combined, and in the teaching content, the "subject" content of the branch of study is integrated into the "field" content to avoid unnecessary duplication, for example, we can integrate the contents of "nature" and "Society", and integrate the relevant teaching contents with the clues of seasonal changes and social festivals, to make games, education, visits, work, recreation and life, and other different teaching activities complement each other so as to give full play to their characteristics and functions so as to complement each other's strengths; Integrating the training process of emotion, consciousness, movement and language ability into a unified teaching process, centering on children's positive feelings, the teaching process of knowledge, fun, context and vitality, such as organic integration, to train children to learn the initiative.

In addition, the integration and integration of the kindergarten curriculum should also mean the integration of various learning methods, that is, the integration of children's learning activities into all their lives. In general, such integration is to emphasize systematic, holistic thinking. We need to step out of a long-standing system of subject-based courses, which has led us to an analytical mindset and restore it to a holistic perspective(Daunic et al., 2021). Specifically, it is from the subject of concern, to focus on the whole of children, children's life as a whole. Learning, the division of the field is artificial, but a child is a complete person.

5. Emphasis on the Individual Development of Children, Curriculum Planning and Implementation Attention to Play the Role of Children, Parents, and the Community, Active Participation

The new "Gangyao" clearly states: education should return to the children's real school life, reflect the use of "Live" teaching materials, the implementation of "Live" teaching, to achieve close cooperation with the family and community. Children's development is influenced by a combination of factors from child discipline, kindergarten, and community. Therefore, the home, the community, the cooperation are the kindergarten curriculum's organic constituents. Only by promoting the cooperation and interaction of these three aspects, to achieve coordination, consistency, and cooperation, can we create a high-quality teaching environment for the harmonious development of children's bodies and minds. The key to home and community cooperation is to reach an agreement on educational ideas. Therefore, kindergartens should play an active role in the cooperation of children, the guiding role of kindergarten education, expand the influence of kindergartens on families and communities.

In the preschool curriculum, attention should be paid to the development of curriculum plans and implementation programs for the inclusion of young children and children in community activities, in particular the role of the main social activities for young children, since each child involved is likely to be in a position, at different stages of need, children's abilities and interests are not the same, so do not force the unity of the curriculum, that is, the preschool curriculum must be individualized; in the development of large-scale teaching, actively promote group teaching, to organize children to learn from each other, to emphasize the cooperation between teachers and children and their peers, and to try to create opportunities for children to come into contact with diversified educational and educational resources. Teachers are not limited to kindergarten teachers, including parents and members of the community. The preschool curriculum has broken through the limitations of traditional preschool, and also reflects the basic concept of teaching.

6. Conclusion

To sum up, kindergarten teaching has gone beyond the traditional sense of the narrow sense of teaching, learning idea, and gradually formed a relationship between the dominant curriculum and the potential curriculum of the concept of teaching. At home and abroad, the natural environment, child discipline, kindergartens, and the social and cultural life atmosphere, as well as the relationships with teachers, peers, parents, and children, all have a profound impact on the development of children, therefore, we should not go from one extreme to the other when we design the content of the course, that is, from the subject course to the integrated course. We should see that the differentiation and synthesis of contents in the curriculum are dialectical unity and are mutually penetrating and transforming, and excessive emphasis on differentiation will lead to metaphysics, which makes it impossible to grasp the essence of things; on the contrary, too much emphasis on synthesis will lead to people's vague, general and illusory concept of the so-called whole, the same can not understand the nature of things. Therefore, in the integration of kindergarten curriculum, in the system, we should set up a horizontally integrated integrated integrated integrated comprehensive curriculum based on the subject-specific curriculum, namely, attention curriculum, and two different levels of the curriculum content structure, the establishment of the relationship between the elements of curriculum content, curriculum content with the same, when the vertical sequence and horizontal integration of the characteristics, its content will be related to each other, mutually strengthen, improve the educational efficacy of curriculum, curriculum content.

Acknowledgments

Major research topic of education reform and development in Guizhou: Local Construction and Practice of Kindergarten Adaptive Development Curriculum.

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