

Research on the Construction of Curriculum Localization Model of Kindergarten Adaptive Development

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Abstract

Kindergarten adaptive curriculum originated in foreign countries. After it was introduced into China in the early 20th century, it has achieved some results after more than ten years of development. However, there is still the problem of curriculum localization. To solve this problem, this study first analyzes the theoretical basis of kindergarten adaptive curriculum, then analyzes the educational ideas and principles of kindergarten adaptive development curriculum localization, and finally constructs the kindergarten adaptive curriculum localization model based on the above theoretical analysis. This study is expected to provide theoretical basis and literature support for solving the problem of localization of adaptive curriculum in China.

Keywords

Kindergarten adaptive curriculum; Localization model; Educational ideas and principles.

1. Introduction

The concept of kindergarten adaptive development curriculum comes from DAP (Development Adaptive Education Practice) proposed by American Early Childhood Education Association. The association first put forward the educational thought of "development suitability" in 1984. After the introduction of kindergarten adaptive development curriculum into China, it is first implemented in some kindergartens in Guangxi and Guizhou Province. In 2010, entrusted by Guizhou Provincial Department of education, Southwest University, Guiyang Preschool Normal College and some kindergartens jointly studied the curriculum of kindergarten adaptive development. After more than ten years of theoretical research and practical exploration, some research results have been obtained. For example, the use of adaptive courses in 107 experimental parks has formed a set of teaching resources including teachers' reference books, and won the Guizhou provincial excellent teaching and scientific research achievement award in 2015. However, there is a problem of localization in the implementation of adaptive development curriculum in kindergartens. Liu (2019) pointed out that through the investigation of Guizhou adaptive Curriculum Experimental Kindergarten, it is found that adaptive curriculum is difficult to deeply implement and promote in practice, and there are practical problems such as weak practicality of curriculum scheme, easy misunderstanding of core concepts, teachers' inability to control curriculum scheme, and lack of real-time and pertinence of curriculum guidance. Therefore, how to promote the localization of kindergarten adaptive curriculum has become the key issue of current adaptive curriculum research. Aiming at this problem, this study first analyzes the theoretical basis of kindergarten adaptive curriculum, then analyzes the educational ideas and principles of kindergarten adaptive development curriculum localization, and finally constructs the kindergarten adaptive curriculum localization model based on the above theoretical analysis.

2. Theoretical Basis of Kindergarten Adaptive Development Curriculum

2.1. H.Gardner's Theory of Multiple Intelligences

The theory of multiple intelligences is a new educational concept that has been popular all over the world since the mid-1980s. It was first proposed by Dr. h. Gardner, a famous American educator and psychologist, in the book *The Structure of Intelligence* in 1983. Since the theory of multiple intelligences was put forward, it has aroused strong repercussions in more than 20 countries all over the world due to its advanced educational concept. Since the connotation of the theory of multiple intelligences has an internal and essential connection with the quality education advocated by China, China has given more introduction to the theory of multiple intelligences since the 1990s, and gradually realized the important value and significance of the theory of multiple intelligences in talent training, and Lin (2021) believed that "the theory of multiple intelligences is the best interpretation of quality education". The definition and understanding of intelligence in multiple intelligences theory is different from the traditional concept of intelligence, Gardner believes that "intelligence is the ability that individuals need to solve their real problems or produce and create certain products under the value standards of a certain social and cultural environment. Intelligence is not a kind of ability, but a group of abilities. Zhu (2003) points intelligence does not exist in an integrated way, but in an independent way.

The theory of multiple intelligences emphasizes that everyone has intelligence such as mathematical logic, language, body movement, self reflection, visual space and interpersonal relationship. However, due to the different influence of culture, family and community in the process of individual growth, individuals have differences in intelligence combination and practical training. There are certain differences in individual intelligence strengths and advantages. Therefore, based on the theory of multiple intelligences, the kindergarten adaptive curriculum should emphasize the development goal of children's diversity, provide children with various opportunities to promote the development of multiple intelligences, and develop the development potential of each child's multiple intelligences according to the characteristics of different children's intelligent development (Zhong,2004).

2.2. Constructivist Learning Theory

As an important branch of cognitive psychology, constructivist learning theory first became popular in the West. As important theoretical founders, psychologists Jean Piaget and Lev Vygotsky played an important role in the formation and improvement of constructivist theory. Piaget's "self construction" theory holds that "knowledge is a structure. Once it leaves the construction activities of the subject, it is impossible to produce knowledge." Piaget pointed out that children's cognition of reality depends on their own perception, and there is a two-way perception between children and the real world. The development of children's cognition is the development of schema. Schema refers to the way children perceive and recognize the world, which is based on action. The two-way construction of children and the objective world is a process of assimilation and adaptation. Piaget's constructivist thought is one of the important foundations of modern constructivist learning theory.

The traditional concept of teaching holds that the knowledge transmitted by teachers to students is called learning, and the process of students' knowledge learning is passively accepted. Constructivist learning theory holds that learning is the process of students' active construction, students are the main body of learning, and teachers play a leading role. At the same time, constructivist learning theory emphasizes that when students learn new knowledge, their brain is not "blank", but will form an understanding of new knowledge according to some natural phenomena or experience in daily life. Therefore, children's learning is not passively accepted through teachers' teaching, but must participate in the whole learning process, and

actively build their understanding and cognition of new knowledge and new problems according to their previous and existing experience. Kindergarten curriculum should create suitable subjects for children's learning and exploration and relevant problem situations, so as to create a learning environment suitable for children's active research, so that children can actively construct knowledge (Chen,2012).

2.3. Activity Curriculum Theory

Activity curriculum theory was first put forward by American Progressive educators such as John Dewey and William Hurd Kebirch at the end of the 19th century and the beginning of the 20th century. The advocates of activity curriculum theory absorbed the principles of Johan Heinrich Pestalozzi's education adapting to nature, Friedrich Wilhelm August Froebel's thought of children's independent development and Jean-Jacques Rousseau's thought of natural education. Based on the pragmatic educational philosophy and aiming at the defects of traditional subject education, this paper puts forward that the educational content should be closely related to children's social life experience and activities, determine the content and structure of the curriculum according to children's experience and interest, emphasize the nature of adapting to children, obtain experience through children's active activities, cultivate interest and exercise ability. Therefore, according to the activity curriculum theory, the adaptive curriculum of kindergartens should be child-centered, provide activities that children are interested in and close to children's real life, so as to promote children's voluntary, active and active participation, let children think in action, and constantly discover, understand and internalize knowledge in experience, practice and exploration, so as to promote children's healthy development.

2.4. Pragmatic Theory

John Dewey developed the philosophy of progressive education. Dewey's view of curriculum is a prominent manifestation of his pragmatic view of education. "Education is the reorganization and transformation of growth, life and experience, and school is society" is the theoretical basis of Dewey's curriculum view. Dewey's curriculum view takes children as the starting point. Society is an important factor in his curriculum design, and experience is the core of his curriculum theory in the understanding of the essence of curriculum. With the advancement of China's new curriculum reform in recent years, Dewey's curriculum view has important enlightening significance for the construction of kindergarten adaptive development curriculum.

In terms of curriculum concept, Dewey's experience essence curriculum concept is of great significance to the renewal of kindergarten adaptive development curriculum concept. The curriculum under the concept of kindergarten adaptive development curriculum is a typical large curriculum, and the curriculum is no longer just a subject and teaching material. It is the process that teachers and students construct learning experience together, and it is the experience produced by teachers and students in the process of interaction. Curriculum includes not only knowledge, but also the main activity process of learners' possession and acquisition of knowledge. It is constructed in the vibrant social communication activities. Dewey's view that curriculum is experience has brought about an in-depth change in curriculum theory and transformed the understanding of the essence of curriculum from knowledge to experience. Knowledge will no longer be the only result of curriculum attention, but only one of the results.

In terms of curriculum content, we should pay attention to children's life world and strengthen the connection between curriculum and children's practical experience and social life. Dewey's curriculum view attaches importance to children's life and experience, and shows the pursuit of children's life world, which is of great significance to the current curriculum reform of preschool education in China. One of the ideas of preschool education curriculum reform is that

the curriculum returns from the scientific world to the life world. It emphasizes the connection between the curriculum content and children's life, modern society and scientific and technological development. It pay attention to children's interests and experience, and selects the necessary basic knowledge and skills for lifelong learning.

3. Educational Concept of Curriculum Localization of Kindergarten Adaptive Development

3.1. The Kindergarten Adaptive Curriculum Takes Respecting Children as the Premise

Kindergarten education is an important part of basic education and the foundation stage of school education and lifelong education in China. Therefore, early childhood education should create good conditions for children's development, promote each child's personalized development and lay a good foundation for children's development. To be responsible for children's development is to treat and respect children equally, including respecting children's personality and rights. In order to truly reflect children's dominant position in learning activities, kindergarten curriculum must be based on children's real needs, and must respect children's characteristics, interests, hobbies and motives. In other words, the curriculum must follow the principle of children's adaptability. The kindergarten curriculum based on this principle must be suitable for every child, and children have individual differences, so the curriculum should vary from person to person. At the same time, the objectives and implementation of the curriculum should be based on the study of children and the understanding of children's characteristics and practical needs, which is also the prerequisite for curriculum development. Taking it as the basis for curriculum design, implementation and evaluation also makes the curriculum objectives more reasonable and the content more suitable for children. In addition, the content of curriculum development should provide children with opportunities to give full play to their self-expression and encourage children to actively discover and create, that is, in the design of curriculum, children and teachers should be given enough time and space to discuss and construct specific activity forms and contents together.

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

Kindergarten life is not only a real life for children, but also a life directly related to the conscious purpose of education. This life is of great significance to the development of children. The most important thing in kindergarten life is not to serve the future life, but that this life has a large number of internal values that are very important to children's development. Educators should pay full attention to and cherish this value. Therefore, kindergarten curriculum should make full use of children's life itself. Of course, kindergarten life does not play a separate role in kindergarten curriculum. Family life is also an important aspect of kindergarten curriculum. The consistency and coordination between family life and kindergarten life is one of the decisive factors for kindergarten curriculum to achieve good results. Children's kindergarten life and family life are important resources of kindergarten curriculum and the foothold of kindergarten curriculum life. Life is diverse and multi-level, and life permeates and connects with each other. Personal life and social life are divided in a relative sense. In fact, the two coexist. All levels of social life are not separated, but organically linked. Therefore, kindergarten curriculum should be chosen intentionally. Kindergarten curriculum is based on life, but it does not equally reflect the whole social life. Kindergarten curriculum pays more attention to children's life.

3.3. Kindergarten Adaptive Curriculum Should Conform to the Mainstream of Comprehensive Development, and the Theoretical Research of Curriculum Should Move Towards Multi-Disciplinary Integration

Modern curriculum theory emphasizes the principle of integration. On the basis of the unity of cognition, emotion and behavior, it integrates knowledge curriculum and emotion curriculum, which provides a theoretical reference for our comprehensive reform of preschool curriculum. Preschool curriculum aims to promote the coordinated development of children's intellectual factors and non intellectual factors. In order to achieve this goal, children's adaptive curriculum must closely combine the education of children's cognition, emotion and behavior, and the establishment of comprehensive curriculum is an effective way to achieve this combination. This synthesis is the integration of curriculum objectives, contents and implementation approaches. For example, "nature" and "society" can be integrated, and relevant contents can be combined with seasonal changes and social festivals as the main line. In the way of curriculum implementation, games, teaching, visiting, labor, entertainment, daily life and other activities are coordinated to play their unique roles and complement each other's advantages. In the process of curriculum implementation, the cultivation processes of emotion, cognition, behavior and ability are combined in a unified process, focusing on children's positive experience, and organically combining the knowledge, interest, situational and activity of the educational process.

3.4. Kindergarten Adaptive Curriculum Should Emphasize Children's Personalized Development, and Pay Attention to the Active Participation of Children, Parents and Community in Curriculum Planning and Implementation

Children's development is affected by many aspects from families, kindergartens and society. Therefore, home and community cooperation is an organic part of kindergarten curriculum. Adaptive curriculum promotes the cooperation and exchange of these three aspects to achieve coordination and mutual cooperation, so as to promote the harmonious development of children's physical and mental health. The key to the cooperation between home and community is to reach an agreement on educational concepts. Therefore, kindergartens should actively play the guiding role of kindergarten education in cooperation and expand the impact of kindergartens on families and communities. Preschool curriculum should focus on the participation of children and communities in the formulation of curriculum plans and programs, especially the main participation role of children. In the implementation of the curriculum, it is required to actively promote group learning, organize children to learn from each other, promote the cooperation between teachers, children and peers, and strive to provide children with access to a variety of education opportunities. In fact, preschool curriculum theory breaks the limitations of traditional preschool education and embodies the concept of big education.

4. The Basic Principles of the Localization of Adaptive Curriculum in Kindergartens

4.1. The Principle of Facing Children and Promoting Development

Based on this principle, the curriculum makers of kindergarten adaptive development should pay attention to these requirements when adjusting the curriculum structure: first, Adaptive curriculum always takes children as the main working object, so that children can become the master of the curriculum. Study which curriculum contents are meaningful to children, easy for them to understand and accept, and which teaching and learning aids are practical and feasible in line with children's needs and interests. Second, adaptive curriculum always takes children as the main research object. The research mainly includes the general development level and

individual differences of the region and the kindergarten, and understand their current development level and development possibility. Third, the selection of curriculum types and the classification of curriculum content should meet the needs of children's physical and mental development and the level of their cognitive development. The arrangement and organization of activities should start from children's existing experience, and the curriculum should be able to attract children's interest and meet children's desire for activities.

4.2. Overall Optimization Principle

According to the spirit of this principle, the curriculum makers of kindergarten adaptive development must always establish the following concepts when compiling the curriculum content: the concept of integrity and the concept of optimal combination. First, the curriculum should establish the overall concept, that is, it is necessary to consider the status of this content in the whole content system and its relationship with other contents. Second, the concept of optimal combination should be established in the second curriculum. When classifying the curriculum content, the content can be divided into pieces according to the structure of the field, but when these contents are presented to children, the contents of different fields need to be recombined in a certain way according to the law of children's physical and mental development. There are many ways of content combination. Curriculum developers need to choose the best one, so that children can transform the content presented in front of them into effective experience through active learning.

4.3. Activity Principle

Adhering to the principle of activity, we should pay attention to the following aspects: first, the curriculum should provide children with full operation opportunities. For example, let children understand the concept of number by placing objects; Explore the causes of wind through fan, straw and accordion, so that children can get operational practice at the three levels of action representation, image representation and concept representation. Second, the curriculum should create a necessary environment for children's operation activities. For example, arrange "crossroads" in the classroom to let children understand the role of red, green and yellow lights by driving on the road. Third, the curriculum should strengthen the guidance of children's activities. The guidance of children's activities can be expressed in many aspects: not only in the direct guidance of children's activities, but also in the indirect guidance of children's activities.

5. Construction of Localization Model of Kindergarten Adaptive Curriculum

Based on Gardner's multiple intelligences theory, constructivist learning theory and activity curriculum theory, and combined with the value orientation and principles of adaptive development curriculum, and from the perspective of collaborative education of home society, the kindergarten adaptive curriculum model is constructed, as shown in the figure 1. The kindergarten adaptive curriculum model is divided into three stages: curriculum design, curriculum implementation and curriculum transformation. In the curriculum design stage, we should take children's diversified development as the goal and children's overall harmonious development as the starting point. On this basis, we should obtain resources from home society and develop and design curriculum. In this process, we should pay attention to three points: taking children's interests and needs as the starting point, in line with the objective law of children's physical and mental development, and taking children's social life as the cornerstone. At the stage of curriculum implementation, we should take "learning by doing" as the guiding concept, pay attention to the integration orientation of the curriculum, emphasize children's active practice, pay attention to children's active participation and personal experience, and

pay attention to the bilateral interaction between children and home society. In this process, it should be noted that teachers do not simply copy the preset curriculum content into kindergarten education practice activities. It should be carried out according to the local natural conditions, traditional cultural resources, socio-economic development level and the actual requirements for children's development, especially in combination with the material conditions, teachers and educational environment of kindergartens. Therefore, the process of curriculum implementation is actually a process of continuous creation. At the stage of curriculum transformation, it should be noted that the kindergarten adaptive curriculum is not a unilateral and one-way acquisition of resources from the home society, but a two-way and interactive process. At this stage, the teaching effect, educational effect and social role of the adaptive curriculum should be highlighted and fed back to the home society in the form of practical activities. The most important thing is to help cultivate children's sense of social responsibility and citizenship in this process.

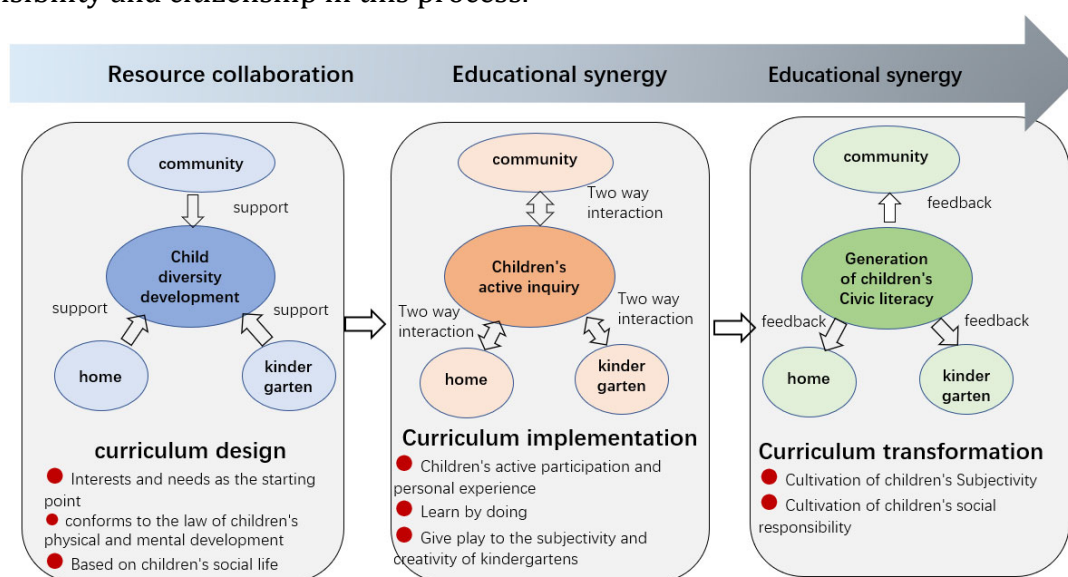


Figure 1. Kindergarten adaptive curriculum localization model

6. Conclusion

After the introduction of kindergarten adaptive curriculum into China, it has promoted the reform of preschool education curriculum and improved the education and teaching quality of kindergarten, but there is the problem of curriculum localization in the process of implementation. Based on the in-depth analysis of the educational ideas and principles of kindergarten adaptive curriculum localization, this study designs a model of adaptive curriculum localization from three stages: curriculum design, curriculum implementation and curriculum transformation. This model is helpful for kindergarten to develop and design adaptive curriculum, and also for kindergarten teachers to implement adaptive curriculum. However, it still needs to be pointed out that the adaptive curriculum model is not invariable, and preschool teachers can adjust according to the actual situation in the process of practice.

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