

## Some Thinking Based on the Development of the United States Preschool Curriculum Mode Since the Second World War

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### Abstract

**There exist some outstanding problem in the of the current curriculum mode in China: the blindly pursue of new ideas in teaching; copying.; primary tendency and so on. It is an important period that the preschool curriculum development after the world war II, since the development of scientific theory, especially the development theory of three major psychological: psychoanalysis ,behaviorism and Piaget's cognitive, provides an important basis for the development of the curriculum mode. American curriculum attaches importance to the combination of theory with practice in the process of development of value orientation and curriculum implementation, curriculum integrating manufacture, preschool education curriculum model for the development of our country has autonomy is of great significance.**

### Keywords

**Curriculum mode; Integrating; Independent.**

### 1. Introduction

With the rapid development of preschool education in my country, the quality of preschool education has gradually become prominent. Kindergarten program is an important content to improve the quality of pre-school education, so Chinese experts and teachers are constantly exploring suitable curriculum models. However, in the development of the current curriculum model in our country, the following problems have emerged: set teaching based on "new"; not in line with the actual situation; learning content is too difficult and so on. Since the 20th century, the United States has accumulated rich development experience through long-term curriculum exploration. The course of the development of the American preschool education curriculum, its various curriculum models, the development of the curriculum model and the current development suitability curriculum value concept are of great significance to the development of my country's preschool curriculum model.

### 2. The Evolution of the American Preschool Curriculum Model Since World War II

After World War II, the American preschool curriculum model went through an important period of development. With the rapid development of the American economy, the gap between the rich and the poor has gradually widened, and the education problem of children from disadvantaged families has become increasingly prominent. Therefore, at the government level, the federal government has increased special investment in pre-school education and developed pre-school education programs, such as the Head Start program, child care and development programs, etc., which provide soil for the development of curriculum models. At the research level, the rapid development of science, especially the deepening and impact of

child psychology research, provides a theoretical basis for the research and development of science curriculum models. According to the characteristics of the development of the American curriculum model, the development of the American preschool curriculum after World War II has mainly experienced the following two stages of development:

### **2.1. The Development of the Curriculum Model from the 1930s to the 1980s**

Curriculum mode refers to a thinking frame and an organizational structure, which determine the priority issues, management policies, teaching methods and evaluation standards in education. [1] The American curriculum model in the 20th century has formed a rich curriculum model based on different scientific research results. According to statistics, as of 1971, there were about 11 curriculum models implemented in the Head Start Plan, including: Engelman-Baker's academically oriented curriculum model; Don Buscher's behavioral analysis model; David et al.'s cognitive model Orientation courses; Bank Street education model; Parent education model, etc. [2] Although the curriculum models in this period are rich and varied, according to the psychological theories they produce, the curriculum models in this period can be divided into the following three categories:

First, the preschool curriculum model based on the psychoanalytic school. The psychoanalytic school attaches great importance to the human subconscious, advocates the release of human emotions and the development of personality, and pays attention to the important role of childhood in the development of human life. Psychoanalytic psychology profoundly influenced preschool education in the United States and the United Kingdom during the 1930s and 1960s. [3] Among them, the Game School founded by Caroline Pratt, the Bank Street Education Model, and the Margaret Namberg Walden School are the most representative. Caroline attaches great importance to the important role of games in children's development, and designed her curriculum model with games as an important content, leading the perspective of the curriculum from children's behavior and habits to the development of emotions and individual personality, and children can experience in the curriculum. Happy emotions and get growth. The Bank Street curriculum model was developed from Game School and influenced by Dewey's pragmatism. The Bank Street curriculum model emphasizes the important role of teachers in creating a free material and spiritual environment for children, providing children with learning opportunities, so as to promote children to be fully engaged in learning and to determine learning content according to their own needs. Similar to the game school and Bank Street education model, the Worden curriculum model also focuses on children's emotions and expressions. The ultimate goal of the Normberg curriculum is to tap potential, release emotions, and develop creative children. [4]

Second, the preschool curriculum model based on behaviorism. Cultural transmissionism believes that education for poor children is no longer for the purpose of forming habits, nor for promoting the development of sociality and emotional regulation, but for promoting the intellectual development of children and preparing them for future studies. It is believed that for poor children, there is a phenomenon of "Culturally Deprived" in early life, that is, the lack of proper upbringing during individual growth, so that the personality fails to establish behavioral norms that meet social and cultural requirements [4]. Researchers have recognized the important role of family cultural background on children's development. The environment in which their parents and families live has laid an early foundation for children's cognitive development. Therefore, the intervention of disadvantaged children is inseparable from the cultural system in which they live. At the same time, this perspective draws attention from the inner emotional development of children to the cognitive development of children, trying to change the development differences of children from families with different economic status through the teaching of knowledge. Behaviorists rely heavily on scientific data to derive a standardized set of behavioral indicators, which means that behaviorists hold a curriculum

view that the same curriculum will work for all children and will work equally well for all children. have the same effect, regardless of their background experience [4]. The direct instruction curriculum model based on behaviorist theory and research paradigm has been valued and developed continuously. The direct instruction course model was founded by Engelman and Baker of the University of Illinois, also known as the Engelman-Baker model. Engelman and Baker believe that if children receive adequate guidance and rewards, every child will achieve better academic performance. The direct instruction teaching model emphasizes the importance of learning materials and language learning. The direct instruction curriculum model has been controversial in practice. Opponents believe that the direct instruction curriculum model suppresses children's nature and creativity, which is not conducive to their emotional development, and the curriculum tends to be elementary school. However, it is undeniable that the direct instruction curriculum model can help disadvantaged children to obtain school-ready learning effects in a short period of time, and avoid the phenomenon of cultural maladjustment after children enter primary school.

A preschool curriculum model based on Piaget's theory of cognitive development. In the 1960s, Piaget's theory of cognitive development was widely disseminated. Piaget emphasized the important role of activities in children's cognitive development, and advocated that children's development stems from children's active construction. Therefore, Piaget focused people's attention on children and activities that interact with children. This is a challenge to the behavioral-based curriculum model. Although it also emphasizes the development of children's cognition, the educational goals, curriculum implementation methods, and curriculum evaluation of the two theories are indeed two completely different paths. Among them, the most widely influenced course is Gao Zhan. In the early stage of development, the high-level curriculum also pays attention to the development of children's cognition and emphasizes the acquisition of children's knowledge. In the continuous development, the development of children in activities is gradually highlighted. Teachers create classroom environments and arrange daily routines where children can organize their own activities through planning-implementation-reflection and gain key learning experiences in activities. Class collective activities are realized. [5]

## **2.2. Development of Appropriate Curriculum Model Since the 1980s**

On the one hand, the prosperity and development of the preschool curriculum model has laid the foundation for the diversification of the American curriculum model. The developmental suitability curriculum promulgated by the National Association of Early Childhood Education in 1986 provides a new development idea for the development of the American preschool curriculum. The preschool curriculum model develops in a more open and diverse direction on the basis of the previous development. The American Association for the Education of Young Children makes it clear that this position statement on developmentally appropriate practices is not intended to provide a more or more dramatic curriculum model beyond the previous curriculum models. [6] The developmentally appropriate curriculum model takes into account children's age-appropriateness, cultural suitability, and individual suitability, and provides children from different ethnic groups and families with the principle of choosing the most suitable curriculum model for their development and the opportunity to choose independently. Course models include: Bank Street course model, Montessori course model, High scope course, etc. The diversity orientation of the curriculum is shown in the 2013-2014 Head Start Report. These include family care, institutional education, and services for pregnant mothers. The specific curriculum models for different services are freely selected by institutions, including birth education, creative curriculum mode, high-level curriculum mode, and mother education.

### **3. The Characteristics of the Development of the American Preschool Curriculum Model Since World War II**

#### **3.1. The Development of Curriculum Model Is Closely Linked with Scientific Theory**

Since World War II, the curriculum model in the United States has been implemented in various ways, but each curriculum model has a scientific theory on which its development is based. The scientific curriculum theory runs through the whole process of the expected goal of curriculum implementation, curriculum development and curriculum evaluation. Theory solves for us the value of people, the value of knowledge, the relationship between people, the relationship between people and society, how children learn, children's behavior, cognition, emotional development process and other issues, so that education The focus is not only limited to the existing development of children, but also provides a long-term guiding role for our education and builds an ideal blueprint for education. The development of the curriculum model in the United States is inseparable from the theoretical researchers. For example, the generation and development of the direct instruction teaching mode of professors Engelman and Baker of the University of Illinois has always followed the interaction between theory and practice; the high-level curriculum mode based on Piaget's cognitive development theory has been continuously improved in practice. and the Perry preschool education research survey on the implementation effect of the High scope curriculum model also provides a theoretical basis for the development of the High scope curriculum model. In the 40-year report on Perry's preschool education research, the researchers proved the implementation effect of the High scope curriculum plan through long-term follow-up investigations, and through comparison with direct instruction education and traditional kindergarten models, reflected the High scope curriculum model. Advantages, it provides favorable support for the implementation of High scope courses. The development of the curriculum model in the United States embodies a developmental idea of the dynamic interaction between theory and practice.

#### **3.2. Development Orientation of Multi-Integrated Curriculum Model**

Multi-integration is essentially a process of dynamic optimization. It is to capture the parts of various curriculum models that are suitable for actual needs, and repeatedly integrate and dynamically optimize the original curriculum models to form a multi-layered, harmonious integration and Flexible combination of course modes. [7] In the early post-World War II period, the development of the localized curriculum model in the United States and the introduction of foreign curriculum models influenced each other, and the curriculum models based on different theoretical foundations have achieved certain results in practice. This provides a theoretical and practical basis for the development of the curriculum after the United States. The developmentally appropriate curriculum model is based on the integration of the development of the American preschool curriculum model since the 20th century. And integration does not mean unification, but gives people more choices in the implementation process. The developmentally appropriate curriculum model represents a more diversified curriculum development model orientation. Under the basic principle of promoting children's development, it includes both the development and absorption of local curriculum models, and the development and absorption of foreign "appropriateness" curriculum development models. For reference, such as Reggio Curriculum Model, Montessori Curriculum Model, etc.

#### **3.3. Attach Importance to the Autonomy of Curriculum Implementation**

Disadvantaged children have always been a focus of the U.S. government. Disadvantaged children from different families and communities have different needs in their own psychological and physical development; their cultural environment has different influences on

them. No single curriculum model can accommodate every child's developmental needs. Therefore, in terms of the research and development of specific curriculum models, it is necessary to determine teaching based on learning form different regions, different families, and different children's development characteristics. This kind of class cannot be achieved by simple duplication. Looking at different curriculum models from the perspective of learning and teaching, we can better understand the significance of the existence of different curriculum models to children and their families. Although the rise and development of the direct instruction curriculum model has been widely debated, and has led to a serious tendency towards primary schooling in the United States. However, the direct instruction curriculum model is based on the cultural level of poor families, which reduces the conflict between preschool education institutions and their family culture and parent culture, and makes it easier to obtain parental support. On the one hand, children's cognitive style has been formed under the influence of the family, and it shows different characteristics. Second, under the intervention of the direct instruction curriculum, the academic pressure of children after entering primary school is reduced, and the foundation for their school readiness is laid. Evidence shows that in most subjects assessed by standardized tests, students from low-income families who received the 3-year direct instruction curriculum model performed better than children in the same community who did not participate in the program. Second, without it continuing to build on these skills, children from low-income families are more likely to fall behind their peers. Compared with students from middle- or high-income families, they fail to master new numeracy skills and develop their vocabulary and reading comprehension skills. [8]

#### **4. Reflection and Reference: Developing An Autonomous Preschool Education Curriculum Model**

Although there are certain differences in the development of preschool education in the United States and my country, we can learn from the experience of following its formation. The exploration of the curriculum model is an evolving process. The localization development of my country's curriculum model still needs a process. Starting from the status quo, on the one hand, we need to realize that my country's preschool education curriculum is still in the process of continuous exploration, and we need to give enough space for exploration; on the other hand, how can we break through the status quo and internalize the existing experience? To achieve curriculum advantages, explore and develop a preschool education curriculum model based on local culture.

##### **4.1. Taking Reason as the Basis Is the Premise of Educational Practice**

From the perspective of the development of American preschool curriculum model, its curriculum model is based on scientific theory. The curriculum model based on scientific theory has its basic orientation and system framework for children's development, and is also the basis of the diversified curriculum model. The state does not have uniform regulations on the specific content and implementation methods of kindergarten courses, so local governments and kindergartens have greater autonomy in selecting and managing course models. However, there are several problems in the development process of our country's curriculum model: First, there is a lack of mutual adaptation between theory and practice, curriculum designers and curriculum implementers. The development of the curriculum model is inseparable from theory and practice.

The development of the curriculum model is not only a problem for kindergartens, but also a problem for theoretical workers. For a long time, the disconnection between the theory and practice of preschool education in my country has made the development of the preschool curriculum model in a passive state. Strengthening the interaction between curriculum design



and curriculum practice, the process of integrating theory and practice is an important prerequisite for the effective development of our kindergarten curriculum. Secondly, set the teaching with "new" and copy the tendency. Kindergartens use attractive new curriculum models in their own practice, but lack an overall macro unified value concept. Therefore, the kindergarten curriculum is prone to blind pursuit in the development process. Changes in the curriculum model not only bring work pressure to teachers, but also are not conducive to the development of children. Therefore, on the basis of theory, we should change the way of thinking of curriculum model practice, and use the diversified curriculum model for our own use.

#### **4.2. Teaching Is Determined By Learning, Which Is the Basis of Curriculum Effectiveness**

The complexity of learning situation is a common feature in the development of preschool education curriculum in my country and the United States. In the United States, it is necessary to conduct specific analysis on disadvantaged children such as poor children, minority children, and disabled children when formulating courses to ensure the effectiveness of their education. There are large differences between urban and rural areas in my country, and through a large number of surveys, it is found that children in rural areas lag behind urban areas in cognitive, emotional and social development. Compared with children with better family conditions, children from urban low-income families have more prominent cognitive development problems; and because their parents have been working away from home for a long time, left-behind children have more prominent problems in emotional and social development. Preschool education has a compensatory effect, and the effectiveness of preschool education is mainly reflected in the degree of satisfaction of children's developmental needs. Therefore, based on the analysis of children's learning situation, developing a curriculum suitable for children's age, culture and personality is the basis for the development and selection of the preschool curriculum model in my country.

#### **4.3. Based on Emotion, It Is the Guarantee for the Development and Implementation of the Curriculum Model**

Emotion is the situational factor of the kindergarten curriculum model, which includes the funds, environment, and educational resources available to the kindergarten. Kindergartens and private kindergartens in rural areas of our country are faced with the real dilemma of insufficient educational resources. Copying the existing curriculum model is not the best way to solve the existing problems. In the face of hot phenomena such as Montessori and Zhejiang Anji education models, we have to reflect. Are these systematic and "effective" curriculum models really suitable for each region and each kindergarten? Many kindergartens spend a lot of capital to introduce some new and popular courses, but soon after these courses become "outdated", they are put into another curriculum model. This repeated process not only brings huge waste of resources to kindergartens, but also increases the work of teachers. stress and detrimental to the continued development of children. Only starting from one's own reality, using different modes and the parts that are compatible with one's own resources, develop one's own advantages, overcome disadvantages, and save it into the sustainable development of the kindergarten.

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