

Discussion on the Implementation of Kindergarten-based Curriculum

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Abstract—Under the macro background of preschool education reform, kindergarten-based curriculum is the effective method to reform and optimize the course system of kindergartens. This paper adopted the method of literature analysis and questionnaire survey to make the research of kindergarten-based curriculum with ten kindergartens in Shenyang. It analyzed the existing problems in the process of implementing of kindergarten-based curriculum and raised the countermeasure. That is, kindergartens should launch kindergarten-based curriculum according to the suggestions of related experts and their own condition. Course content is supposed to fit the difference and age level of infants' development. And course construction should attach great importance to the scientific assessment system and fully emphasize the training of teachers' implementation ability so as to effectively improve the quality and level of the kindergarten-based curriculum.

Keywords—*kindergarten; kindergarten-based curriculum; value*

I. OVERVIEW OF KINDERGARTEN-BASED CURRICULUM

A. Concept of kindergarten-based curriculum

Kindergarten-based curriculum, namely "the course in a specific kindergarten", is designed and implemented by the kindergarten's teachers. It is based on the reality and full of the characteristics of this kindergarten, up to the social culture background of this kindergarten. It aims to promote the development of infants and solve the real problems of the teaching in this kindergarten[1].

B. Characteristics of kindergarten-based curriculum

1) Localization

In order to enrich the content of course, kindergarten-based curriculum has excavated the potential value of local culture and national culture, and integrated traditional culture and folk culture into the course system of kindergarten[2].

2) Gradation

This feature means that kindergarten-based curriculum provides appropriate course content with many levels for infants according to the real condition of infants' growth[3].

3) Interoperability

It means that the design of kindergarten-based curriculum is not limited to some subject or field, but kindergartens can design the cross-industries and more comprehensive course content based on the real conditions of infants[4].

4) Differences

Differences refer to the selection of kindergarten-based curriculum according to the course content of specialized kindergartens. For example, not all kindergartens will choose Rubik's Cube and jigsaw puzzle as the content of kindergarten-based curriculum, which shows the difference of content design among kindergartens[5].

II. EXISTING PROBLEMS IN THE PROCESS OF IMPLEMENTING THE KINDERGARTEN-BASED CURRICULUM

In order to understand the current status and problems of the course implementation, this paper made the questionnaire survey with the kindergarten teachers of ten kindergartens in Shenyang, ten teachers from every kindergarten. There were 100 questionnaires in total. Both the recycled and the effective were 97, and the recycling rate and effective rate are 97 percent.

A. The development of kindergarten-based curriculum is not corresponding with the real conditions of the kindergarten

TABLE I. THE DEVELOPMENT MODEL OF KINDERGARTEN-BASED CURRICULUM (N=97)

The development model of kindergarten-based curriculum	Totally independent	Totally using some course	Make appropriate adjustment based on the reality and some course	Others
Number of people	18	59	17	3
Proportion	18.6%	60.8%	17.5%	3.1%

From TABLE I, 60.8 percent said the curriculum is totally using some course not making the development and design

according to the reality of the kindergarten, and only 18.6 said the kindergarten-based curriculum is totally independent.

B. The design of kindergarten-based curriculum lacks the scientific principle

TABLE II. THE PROFESSIONAL QUALITY OF KINDERGARTEN-BASED CURRICULUM DESIGN (N=97)

The design of kindergarten-based curriculum having consulted the experts	Yes	No
Number of people	16	81
Proportion	16.5%	83.5%

From TABLE II, 83.5 percent of the surveyed teachers said the design of kindergarten-based curriculum didn't consult the experts, and only 18.6 said yes.

TABLE III. THE DESIGN CONCEPT OF KINDERGARTEN-BASED CURRICULUM (N=97)

The design concept of kindergarten-based curriculum	Full of characteristics	Focusing on infants' demands and development	Focusing on infants' knowledge ability	Others
Number of people	47	7	31	12
Proportion	48.5%	7.2%	31.9%	12.4%

From TABLE III, 48.5 percent said the design concept of kindergarten-based curriculum is "full of characteristics", and 31.9 said that "it focuses on infants' knowledge ability", and only 7.2 said that "it pays attention to infants' demand and development".

Combining with the two tables, the professional and design concept of kindergarten-based curriculum in most kindergartens lack the scientific principle.

C. Kindergarten-based curriculum is not appropriate for infants' ages

TABLE IV. THE LEVEL SETTING OF KINDERGARTEN-BASED CURRICULUM DESIGN (N=97)

Setting up different levels for children with different ages	Yes	No
Number of people	27	70
Proportion	27.8%	72.2%

From TABLE IV, among these interviewed kindergarten teachers, 72.2 percent said the kindergarten failed to set up different course content for infants at different ages.

TABLE V. THE LEVEL SETTING OF KINDERGARTEN-BASED CURRICULUM DESIGN (N=97)

Setting up different levels for children with different ages	Yes	No
Number of people	13	84
Proportion	27.8%	86.6%

From TABLE V, among these interviewed kindergarten teachers, 86.6 percent said the kindergarten failed to set up different course content for infants at different ages.

Combining with the two tables, most kindergartens fail to exactly master the level that the kindergarten-based curriculum should equip.

D. Kindergartens lack scientific teaching evaluation system of kindergarten-based curriculum

TABLE VI. EXPERTS' PARTICIPATION IN THE ASSESSMENT OF KINDERGARTEN-BASED CURRICULUM (N=97)

Hiring experts to participate in the assessment of kindergarten-based curriculum	Yes	No
Number of people	8	89
Proportion	8.2%	91.8%

From TABLE VI, among these interviewed kindergarten teachers, 91.8 percent said the kindergarten never hired experts to evaluate the kindergarten-based curriculum, and only 8.2 said yes.

TABLE VII. TEACHERS' EVALUATION OF KINDERGARTEN-BASED CURRICULUM (N=97)

Organizing kindergarten teachers to evaluate the curriculum	Yes	No
Number of people	7	90
Proportion	7.2%	92.8%

From TABLE VII, among these interviewed kindergarten teachers, 92.8 percent said the kindergarten never organized teachers to evaluate the kindergarten-based curriculum and only 7.2 percent said yes.

Combining with the two tables, most kindergartens have obvious shortcomings in the evaluation system establishment of kindergarten-based curriculum at present.

E. Kindergarten teachers are not able to give full play to the kindergarten-based curriculum due to their limited abilities

TABLE VIII. KINDERGARTEN TEACHERS' PARTICIPATION IN THE DESIGN OF KINDERGARTEN-BASED CURRICULUM (N=97)

Did you participate in the design of kindergarten-based curriculum?	Yes	No
Number of people	5	92
Proportion	5.2%	94.8%

It can be seen from TABLE VIII that, among these interviewed kindergarten teachers, 94.8 percent said they did not participated in the design of the kindergarten-based curriculum, and only 5.2% said yes.

TABLE IX. KINDERGARTEN TEACHERS' TRAINING OF KINDERGARTEN-BASED CURRICULUM ORGANIZED BY THE KINDERGARTEN (N=97)

Organizing kindergarten teachers' training of kindergarten-based curriculum	Yes	No
Number of people	17	80
Proportion	17.5%	82.5%

From TABLE IX, among these interviewed kindergarten teachers, 82.5 percent said the kindergarten didn't organized teachers to train the kindergarten-based curriculum.

Combining with the two tables, neither did most kindergarten teachers participate in the design of kindergarten-based curriculum, nor they had the necessary training on the curriculum.

III. COUNTERMEASURES FOR KINDERGARTEN-BASED CURRICULUM IMPLEMENTATION

A. Kindergarten-based curriculum design should be based on the reality of the kindergarten

Kindergarten-based curriculum requires that the course content is full of kindergarten characteristics on the basis of real teaching concepts and teaching scale. It means that kindergartens should truly connect the real condition of kindergarten with the kindergarten-based curriculum design.

Kindergartens should consider the real scale and the input it can make in the kindergarten-based curriculum. If both of them are rather big, kindergartens can try diversified kindergarten-based curriculum systems to exactly enrich the related content. For example, kindergartens can develop the education drama and children instrument within the current teaching areas such as language and art. On the contrary, kindergartens should select one or two kindergarten-based curriculums in particular for the deeper development. For instance, kindergartens have some shortcomings in the course of art, and then they can choose Orff Music in the art kindergarten-based curriculum. Of course, such selection

should not only aim at the real condition of infants in this kindergarten to design the activity content but also refer to the teaching models of Orff Music.

B. Development of kindergarten-based curriculum should combine preschool educational experts' suggestions

Kindergartens should combine the suggestions of preschool educational experts in the process of designing kindergarten-based curriculum. Only by this way can the kindergarten-based curriculum be truly scientific.

Firstly, kindergartens should organize teachers to participate in the curriculum development. They can hold design and planning activity of kindergarten-based curriculum with certain scale and organize teachers to research and discuss. Every teacher can freely express their own opinion to encourage them make contributions to the design and implementation of kindergarten-based curriculum.

Secondly, kindergartens should hire experts to take part in the curriculum development. Managers should share teachers' related opinions with experts and listen to their suggestions and advice, and hone they can organically combine these suggestions with the development thinking of kindergarten-based curriculum[6].

Finally, kindergartens should attach great importance to infants in the implementation of kindergarten-based curriculum. Managers can select some content to have a test with infants and observe the matching degree of kindergarten-based curriculum and infants' demand and interest. If the result is low, then the kindergarten-based curriculum should be further optimized and improved.

C. The content of kindergarten-based curriculum should fit infants' development difference and age levels

In the process of designing the kindergarten-based curriculum content, kindergartens should consciously make organic level difference according to infants' development difference and age characteristics to meet infants' actual demands. For example, as for the design of language kindergarten-based curriculum, teachers can choose some cartoon that infants in the primary class are fond of so as to motive their positiveness and initiative to participate in the study. And reading picture books can be provided for those infants in the middle class to enhance their language abilities, for these books have more difficult content. For the big class, teachers can guide infants to have some activities of role-play on the basis of reading picture books to satisfy their real demands with reading and language.

D. The construction of kindergarten-based curriculum should build scientific evaluation system

The construction of scientific kindergarten-based curriculum system should base on the current kindergarten-based curriculum system and potential value of infants' teachers and parents.

Firstly, the activity of kindergarten-based curriculum evaluation should be carried out regularly. In the process, teachers can have concentrated discussion with current

problems in the implementation of kindergarten-based curriculum in order to solve the problems existing in teachers' practice and evaluate the kindergarten-based curriculum. Then, kindergartens are supposed to hire preschool educational experts to participate in the evaluation of kindergarten-based curriculum. Experts can watch the public class and raise their own suggestions.

E. The implementation of kindergarten-based curriculum should emphasize kindergarten teachers' ability training

In order to enhance the teaching and practice quality of kindergarten-based curriculum, kindergartens should take the advantage of all the resources to strengthen teachers' abilities to implement the kindergarten-based curriculum.

Firstly, kindergartens should use resources within the kindergarten to train teachers' teaching abilities. The designer of kindergarten-based curriculum can help teachers smoothly achieves the target of kindergarten-based curriculum through the training. And teachers can be organized to share their own practice experience in the related workshop to enrich other teachers' awareness with kindergarten-based curriculum.

Secondly, teachers' teaching abilities of kindergarten-based curriculum can be improved through resources outside the kindergarten, such as various training institutions for preschool teachers. Compared with kindergartens, these institutions are superior on the technology, scale and profession. So kindergartens can consciously take the advantage of these institutions to mine teachers' potential abilities in the kindergarten-based curriculum.

IV. CONCLUSION

It can be seen from the above content that the kindergarten-based curriculums of most kindergartens have

low levels from the aspects of design, development, construction and implementation. So, as for its design and development, kindergartens are supposed to combine with the reality of the kindergarten and preschool educational experts' suggestions to exactly master the scientific and appropriate principles of content course. And as for the construction and implementation, kindergartens should pay attention to the evaluation system construction in particular and fully emphasize kindergarten teachers' practical abilities training to constantly improve the curriculum and promote the development of preschool educational reform.

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