# Preschool Education in China: The Research on Curriculum Design and Teaching Strategies

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**Abstract**

Here is a research paper that focuses on curriculum design and instructional research strategies for preschool education in China. In the existing perception, curriculum design is divided into two parts. On the one hand, macro-curriculum design is mainly to determine the basic concepts, basic values and curriculum structure of the curriculum. On the other hand, micro-curriculum design is mainly to design specific curriculum according to the macro-curriculum framework structure, and the products are put into teaching as curriculum standards and teaching materials. This paper conducts a preliminary research on the current research on curriculum design and teaching in preschool education in China through literature analysis method and makes a detailed plan for the subsequent research.

**Keywords:** preschool education, curriculum design, teaching strategies

## 1. Introduction

Curriculum design has two different levels of macro and micro: the curriculum design at the macro level is mainly to determine the basic concepts, basic value orientation, and macro curriculum structure of the curriculum; the curriculum design at the micro level mainly focuses on the basic concepts and basic value orientation determined at the macro level reification is usually carried out on the basis of specific courses, and its products are course standards and teaching materials (Cheng & Leong, 2017). Once the macro curriculum design is determined, the handling of curriculum elements, implementation and evaluation of the curriculum must be consistent with it, otherwise the effectiveness of the curriculum will be greatly reduced. Curriculum design is the "bridge" that transforms the basic idea of the curriculum into practical activities of the curriculum. It is the key to determine whether the implementation of the curriculum is successful (Hallam et al., 2009; Kiefer & Trumpp, 2012). It is also the standard for testing the effectiveness of the curriculum theory to guide the practice. Curriculum design is a core issue in the field of curriculum research in countries around the world since the 1990s (Hallam et al., 2009). Review and sort out the history of curriculum design research, so that curriculum theory researchers can use critical eyes and thinking to examine various curriculum design theories and practice methods, and to a certain extent predict the future development of curriculum design theory and practice (Anderson, 2019; Cheng & Leong, 2017). The study will make contribution to the field by addressing the above-mentioned issue.

## 2. Research Objective and Questions

The proposed study aims to study the preschool education in China, with the focus of the implementation and design of effective curriculum and teaching strategies for students. It is important to study the issues, which advance our understanding of preschool education and has important implications for practice, policy, and evaluations. For the research, I will conduct an empirical study based on previous works, and the goals are listed below:

1. Examine current problems and challenges for preschool education in China.
2. Investigate the impact of preschool education strategy on children's development.
3. Discuss strategies for curriculum design for preschool education in China.
4. Evaluate roles and impacts of specific preschools education curriculum and teaching strategies.

5.  Propose feasible and effective policies and practices for preschool education, with specific focus on curriculum and teaching strategies.

**3. Literature Review**

The reasonable design of the curriculum has very important theoretical and practical significance, and the realization of the school's training goals mainly depends on the design of the curriculum. Some traditional training models, such as overly detailed subjects, too strong specialties, and too narrow knowledge, have not adapted to the rapid development of education today (Lind & Mckoy, 2016; Te'Neil, 2002). Referring to the "Curriculum Standards", the design of the curriculum should be designed in terms of teaching philosophy, educational teaching content, and curriculum training target system (Te'Neil, 2002).

Course structure refers to the organization and arrangement of various components in the course, which can be divided into three levels: macro, meso and micro; macro course structure refers to the composition of the training course module and its internal proportioning relationship; meso course (Kiefer & Trumpp, 2012). The structure refers to the course topics under the course module and its internal matching relationship; the micro-course structure refers to the matching relationship within each course topic. The training courses need to be rationally designed on these three levels. The micro level belongs to the category of the degree of mastery of the course experts who hold their courses, so it is necessary to focus on the macro structure and the meso structure (Lind & Mckoy, 2016; Te'Neil, 2002). At the macro level, the three major course dimensions refer to "professional philosophy and teacher ethics, professional knowledge, and professional competence" respectively. The proportion of each dimension should be different according to the focus of the training unit (Clayton, 2013; Droe, 2006). For example, a single subject training can be Increase the proportion of courses in the dimension, and comprehensive ability training needs to reasonably divide the number of courses in each dimension (Kiefer & Trumpp, 2012; Te'Neil, 2002). At the meso level, there are course modules under the major dimensions, and the training unit may choose a single theme training or comprehensive ability training according to the needs of students. No matter what kind of training model, we must strengthen the correlation, logic and systematicity of the course topics, do a good job in the distribution and coordination of training content before training, to avoid the disconnection and duplication of the course content and the lack of rationality of the course structure (Shah, 2006; Tobias, 2013).

Take music education for example, the teaching ability of  school music teachers includes three aspects: basic teaching skills, overall music literacy and musical aesthetic taste (Lind & Mckoy, 2016; Te'Neil, 2002). Specifically, the basic teaching skills should include professional technical abilities-namely vocal, piano, choral rehearsal, conductor, etc., stage performance abilities-namely singing performance, musical instrument performance, etc., teaching creative abilities-namely songwriting, instrumental editing matching, modern equipment application capabilities-that is, computer music production, online search, etc; overall music literacy needs to be improved by keeping up with cutting-edge educational concepts, enriching teaching languages, and balanced professional development, which is consistent with the solid degree of basic teaching skills. There is a certain relationship; musical aesthetic taste refers to musical aesthetic sentiment and musical aesthetic taste respectively (Clayton, 2013; Hallam et al., 2009; Kiefer & Trumpp, 2012). Teachers 'musical aesthetic experience will directly affect students' musical aesthetic orientation.

In school classroom teaching, teachers should pay attention to creating a relaxed and pleasant classroom teaching atmosphere, so that  school students have a good psychological effect, so as to exert initiative and enthusiasm in the classroom and better cooperate with the teaching (Clayton, 2013; Shah, 2006; Tobias, 2013). The preschool life is full of love and curiosity. Teachers should seize this feature, tap the potential of school students, and stimulate the interest of  school students. At the same time, preschool students want to be encouraged and recognized by teachers, so I will actively make friends with preschool students in my teaching, and care more about them in teaching and life, so that prestudents can also get emotional while learning knowledge sublimation (Lind & Mckoy, 2016). The relationship between teachers and students has always been a topic discussed in schools (Clayton, 2013; Shah, 2006). If a new type of teacher-student relationship that fully reflects the equality, cooperation and common development of teachers and students can be established in teaching in preschools, there will be new developments in teaching (Clayton, 2013; Droe, 2006; Hallam et al., 2009; Kiefer & Trumpp, 2012). The establishment of a new teacher-student relationship will make us realize that the charm of preschool teaching is not in the description of knowledge, but in the enlightenment and motivation between teachers and students. Teachers should make full preparations before class, because preparations are the prerequisite and basis for improving the effectiveness of classroom teaching (Matusky & Beng, 2017). Before the class,  school teachers must establish clear classroom teaching objectives, so that the teaching is targeted and purposeful, at the same time, they must closely follow the textbooks, design a variety of classroom teaching methods, and highlight

the key points (Shah, 2006; Tobias, 2013). Teachers must have a detailed understanding of the actual level of school students, design different teaching content for students of different levels, and promote the common progress of all students. In each teaching session, teachers must clearly know "how to achieve the expected goal" and "how to make the pupils' thinking active". Only by focusing on teaching objectives can the effectiveness of classroom teaching be effectively improved. At the same time, mastering the teaching rhythm is also an indispensable skill for teachers (Droe, 2006; Kiefer & Trumpp, 2012). They should be good at observing the actions of pupils. When the knowledge taught is difficult, the teacher must explain to the pupils in detail until the students in the class can master it. It can be seen from the teaching practice that classes should take full account of the age characteristics of school students, to achieve a combination of movement and static, to rationally adjust the classroom atmosphere, and to make lessons full of beauty. The final exam is also an important part of the teaching curriculum design (Matusky & Beng, 2017). Teachers can change the single assessment method, no longer use a single score to identify the student's learning situation, and carry out a hierarchical evaluation of students of different levels so that each student Be aware of your progress and get a sense of accomplishment and satisfaction in time. Teachers can divide the examination of dimensions such as emotion, speed, strength, rhythm, etc., and conduct different examinations at various levels (Clayton, 2013; Kiefer & Trumpp, 2012). In order to reward small red flowers and other prizes, the students 'enthusiasm for learning is stimulated and the teaching efficiency is improved. Realize the organic combination of effective teaching and practical teaching, promote the improvement of students' appreciation ability and the cultivation of development.

Pupils have a lot of interests, and teachers should pay attention to integrating favorable teaching resources, creating multi-element teaching situations for students, and activating students' learning and thinking. There are many ways and ways for teachers to create teaching and learning situations, vividly telling stories, designing games, introducing riddles, using aphorisms, displaying pictures, playing videos, etc., can effectively stimulate students' enthusiasm for learnin. In particular, multimedia has a powerful display function, which can display colorful pictures, photos, audio, video and other materials to students, creating conditions for students to enter the learning environment smoothly. Interest is the best teacher, especially for preschool students (Kiefer & Trumpp, 2012; Matusky & Beng, 2017). Teachers should pay attention to the optimization of teaching situations, deepen the integration of teaching resources, and find the entry point of teaching, so as to form an important driving force for learning (Kiefer & Trumpp, 2012). Teachers use multimedia to display pictures of scenery and properties in the mountains, which arouse students' interest in exploring mountains, and interpret their connotations by listening to songs. This is also a kind of teaching innovation. No matter what the student guesses, it is a kind of appreciation and enlightenment, which has a certain help to enhance the student's awareness (Clayton, 2013; Droe, 2006; Hallam et al., 2009; Kiefer & Trumpp, 2012).

The use of multimedia information technology to create situations is an important feature of modern classroom teaching, but it cannot rely on multimedia, and even let multimedia replace teacher teaching. Only by allowing multimedia to provide auxiliary services for teaching is the correct application of multimedia teaching aids (Clayton, 2013; Matusky & Beng, 2017). Teachers create classroom teaching interpretation situations, which can greatly enhance the initiative of students to participate in teaching practice activities. Most school students are active and quiet, and have a strong interest in classroom interpretation activities. Teachers should grasp the psychology of students and organize students to perform various forms of classroom interpretation activities. help. In the classroom interpretation, students need to study composition in-depth and make full preparations for individual performance. This preparation process is a very good learning experience, which has a positive role in improving students' literacy. When appreciating the "hand-waving dance", the teacher first let the students watch the video clips of Tujia national scenery and guide the students to experience the folk culture of Tujia nationality. The teacher broadcasts the video to inspire students to master the rhythm. After the teachers and students fully communicated, the teachers divided the students into several groups to show the classroom performances (Kiefer & Trumpp, 2012; Matusky & Beng, 2017).

## 4. Research Methodology

The proposed research will adopt a mixed methods approach to examine the research questions proposed.

### 4.1 Documents Synthesizing

Literature analysis and synthesis is literally a creative process in which the researchers process their own thinking over the documents. Based on the current development of research on preschool education, relevant theoretical results can be obtained through the books, periodicals and other channels (Droe, 2006; Hallam et al., 2009). Various theories and records will be summarized and synthesized for the study. The documents synthesizing will also pay attention to curriculum design and its impacts. From the contents and references of the

initially limited number of subject-related essays, it is continent to find other relevant information and new clues, and thus expand range for searching documents.

*4.2 Qualitative Interview*

The proposed research will first use a qualitative approach to gain an understanding of parents' and teachers' experiences with the curriculum and teaching strategies. Interviews will be conducted among 20 teachers and 20 parents, who will be interviewed with semi-structured interviews. The interview, which will be conducted in-person, will offer teachers and parents the opportunities to discuss freely of their experiences, beliefs, and feelings toward the education. The interviews will last between 30-50 minutes and will be recorded for future analysis.

*4.3 Case Study*

The research will also take advantage of comprehensive case study of a kindergarten in China. The researcher will collect extensive materials on the curriculum design for preschool education and impacts on children. The materials will be collected on in-depth information for future case study to generate themes and patterns and to answer the research questions. The case study has importance reference for understanding the relationship between preschool education, effective curriculum, and children's development.

*4.4 Work Plan*

Semester1 Revising the research plan/Framework of the thesis

Semester2 Reading literature/Conceptual framework

Semester3 Finishing methodology/Conducting interview and case study

Semester4 Collecting and coding data

Semester5 Preparing conference paper/Data analysis

Semester5&6 Dissertation writing

## 5. Ethical Issues

Highest standard of ethics will be maintained throughout the study. Confidentiality will be promised to all participants. All students will be protected and ensure no harms will be caused in the study. Consent will be ascertained before conducting the study in China.

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