

Research on Curriculum Design for Undergraduate Early Childhood Education: A Case Study of "A Brief History of Early Childhood Education"

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Abstract: As a new development in China's educational reform, the growth of vocational undergraduate education has garnered significant attention from various sectors of society. This paper uses the "A Brief History of Early Childhood Education" course as an example to explore the curriculum design of undergraduate early childhood education programs through literature review, case analysis, and survey methods. The teaching design of the "A Brief History of Early Childhood Education" course provides reference and inspiration for the curriculum reform of undergraduate early childhood education programs, aiming to cultivate more early childhood education professionals with noble ethics and solid professional skills.

Keywords: Vocational Undergraduate; Early Childhood Education; Curriculum Teaching; Teaching Design

1. Introduction

As an important part of the national education system, early childhood education plays a crucial role in the physical and mental development and social adaptation abilities of children [1]. The vocational undergraduate early childhood education program aims to cultivate early childhood educators with professional knowledge and skills and good moral qualities. Integrating quality education with professional education is an essential approach to improving the quality of talent cultivation in early childhood education [2]. This study takes the "A Brief History of Early Childhood Education" course as an example to explore the necessity and methods of quality education teaching design, providing references for the teaching reform of vocational undergraduate early childhood education programs [3].

2. Teaching Objectives

2.1 Knowledge Objectives

Master the basic framework and main content of "A Brief History of Early Childhood Education," including the development process, important theories, practical achievements, and characteristics and evolution laws of different periods in early childhood education; familiarize with the social background, educational policies, and practical situations of various historical stages in "A Brief History of Early Childhood Education," and their impact on the development of early childhood education; understand the renowned figures, ideological schools, and academic viewpoints in the field of early childhood education, and their status and role in the history of early childhood education.

2.2 Ability Objectives

Through learning "A Brief History of Early Childhood Education," students systematically grasp the development context, key theories, and practical influences of early childhood education; guide students to use historical analysis to dissect characteristics and changes, cultivating historical thinking and analytical abilities; through case analysis and group discussions, cultivate students' critical thinking abilities, and objectively evaluate theories and practices in the history of early childhood education.

2.3 Emotional Objectives

By sorting out historical changes and classic theoretical practice cases in early childhood education, cultivate students' historical awareness, inspire their patriotism and sense of social responsibility, and develop their professional ethics and sense of mission to contribute to the prosperity and development of early childhood education and enhance their

professional qualities.

3. Analysis of Student Situations and Teaching Predictions

3.1 Analysis of Student Situations

After studying foundational courses such as education and psychology, students have initially grasped the basic theories of early childhood education, laying the groundwork for learning "A Brief History of Early Childhood Education." They are curious about the historical development of early childhood education and have a positive attitude [4]. Although they possess some analytical and evaluative abilities, they still need to improve in collecting and organizing historical materials and in-depth analysis of historical events and figures.

3.2 Teaching Predictions

With systematic lectures, rich historical materials, pictures, videos, and other teaching aids, students are expected to clearly understand the development process of early childhood education and enhance their perceptual cognition. Vivid case analysis and discussions will stimulate students' deep thinking and interest, achieving good teaching outcomes. The focus of learning is the evolution of early childhood education thoughts and practices and their socio-cultural background. The difficulty lies in the comparative analysis of early childhood education concepts and practices in different historical periods, requiring the teacher to be well-prepared and skillfully guide the students [5].

4. Teaching Strategies and Method Selection

4.1 Classic Case Introduction Method

By introducing classic cases in the history of early childhood education, such as Froebel's kindergarten education concept and Tao Xingzhi's life education theory, guide students to deeply consider the impact and inspiration of these theories on modern early childhood education.

4.2 Problem-Guided Method

During the teaching process, the teacher can design a series of questions, such as "What are

the characteristics of early childhood education in different historical periods?" and "What are the development trends of early childhood education?" to guide students to actively think and explore answers, cultivating their problem awareness and problem-solving abilities.

4.3 Group Discussion and Cooperative Learning

Organize students for group discussions, allowing them to engage in cooperative learning around a specific historical period or an educator's thoughts, jointly collect materials, organize viewpoints, and share results. This approach can cultivate students' teamwork and communication skills while enabling them to understand the history of early childhood education more deeply.

5. Teaching Content

5.1 Course Introduction

By outlining the historical context and key events in early childhood education, introduce the course theme and raise questions about the characteristics of early childhood education in different historical periods and its connections with society, culture, and politics to stimulate students' interest in exploration. Clearly state the teaching objectives, including understanding historical context and comprehending the impact of historical figures and events on early childhood education, ensuring the content is logically complete and rigorous.

5.2. Explanation of Knowledge Points

5.2.1 The Development Process of Early Childhood Education (Mastery)

The history of early childhood education can be traced back to ancient times, but a truly systematic early childhood education system gradually formed in modern society. This section will outline the main stages of early childhood education development in chronological order, from ancient family education and private tutoring to the establishment and development of modern kindergarten systems, and the popularization and innovation of contemporary early childhood education. By explaining these historical stages, students will understand the development context and trends of early

childhood education.

5.2.2 Important Theories and Practical Achievements (Mastery)

The development of early childhood education is guided by a series of important theories and the accumulation of practical achievements. This section will focus on the early childhood education theories of renowned educators such as Froebel, Montessori, and Piaget, as well as the application and achievements of these theories in practice. Attention will also be paid to early childhood education policies and practices in different historical periods, such as the rise of kindergarten education and the popularization of early childhood education, and their role in promoting the development of early childhood education [6].

5.2.3 Characteristics and Evolutionary Patterns of Different Periods (Familiarity)

Different historical periods exhibit various characteristics and evolutionary patterns in early childhood education. This section will analyze the social background, educational policies, and practical conditions of each historical stage to reveal the intrinsic logic and patterns of early childhood education development [6]. For example, the trend of socialization and specialization in early childhood education during the Industrial Revolution and the emphasis on individual differences and innovation in early childhood education in the information age. By explaining these characteristics and patterns, students will better understand the deep-seated reasons behind the development of early childhood education.

5.2.4 Renowned Figures, Schools of Thought, and Academic Views (Understanding)

Many outstanding educators and thinkers have emerged in the history of early childhood education, whose theories and views have had a profound impact on its development. This section will introduce some important figures, schools of thought, and academic views in early childhood education history, such as Froebel's early childhood education theory and Montessori's educational methods, and analyze their status and role in the history of early childhood education.

5.2.5 Insights and Lessons from Modern Early Childhood Education Practice (Understanding)

"A Brief History of Early Childhood Education" is not only a review and summary of history but also provides insights and

lessons for modern early childhood education practice. This section will explore the guiding significance of "A Brief History of Early Childhood Education" for modern early childhood education practice by analyzing successful historical cases and lessons learned. For example, how to draw on excellent educational methods from history, avoid historical mistakes and lessons, and innovate early childhood education practices according to the needs and development trends of modern society.

5.2.6 Summary of This Chapter

By summarizing and reviewing the knowledge points of this chapter, help students consolidate and deepen their understanding and recognition of the history of early childhood education. Additionally, guide students to think about the future trends and directions of early childhood education development and the responsibilities and missions they should undertake as future early childhood educators. Through the study of this chapter, students are expected to form a comprehensive understanding of the history of early childhood education, laying a solid foundation for their future study and work.

6. Design of Teaching Interaction Sessions

6.1 Pre-class Interaction

Before class, students are required to research significant events, figures, and ideas in the history of early childhood education to understand the development characteristics and main achievements of early childhood education in different historical periods. Additionally, students are encouraged to think about the impact and insights of the development process of early childhood education on current early childhood education practices. Through an online self-study platform, students can share their research findings and engage in preliminary discussions and exchanges with other classmates [7].

6.2 In-class Interaction

Based on classic cases or events in the history of early childhood education, such as the establishment of Froebel's kindergarten and the proposal of Montessori's educational method, students are organized into groups to discuss the impact of these cases on early childhood education theory and practice.

Group discussions stimulate students' thinking and expressive abilities, deepening their understanding of the knowledge points [8]. Using diverse teaching methods such as Q&A and debates, students are guided to actively participate in classroom interactions. Teachers can pose thought-provoking questions such as "What are the similarities and differences in early childhood education concepts across different historical periods?" and "What are the development trends in early childhood education?" to inspire students' thinking and desire to explore.

6.3 Post-class Reflection

Assign homework that requires students to summarize and conclude the important knowledge points of early childhood education history and write short essays on development trends to help teachers understand their grasp of the material and provide guidance. For difficult issues, address them through online Q&A and micro-classes. Assign post-class reflection questions such as "What do you think is the future direction of early childhood education development?" and "How can early childhood education better adapt to the development needs of society?" to guide students in in-depth thinking and research, expanding their knowledge and perspectives [7].

7. Design of Extracurricular Self-study

Students are required to think about "What are the development characteristics of early childhood education in different historical periods? What insights do these characteristics offer for contemporary early childhood education?" Through these questions, students are guided to deeply understand the historical evolution of early childhood education and its impact on modern early childhood education, thereby enhancing their understanding of early childhood education concepts and practices [2].

Students are required to further delve into classic works, educational experiments, and reform practices in the history of early childhood education by consulting related online resources and literature, analyzing their contributions to early childhood education theory and practice. Additionally, students are encouraged to stay updated on the latest developments and trends in the field of early

childhood education, understanding current research hotspots and frontier issues [9].

Combining learned knowledge and actual observations, students are required to analyze existing problems and shortcomings in current early childhood education practices and propose suggestions for improvement and enhancement [9]. At the same time, students are encouraged to participate in early childhood education practice activities such as internships and volunteer services, applying learned knowledge to real-life situations to deepen their understanding of the history and reality of early childhood education.

8. Teaching Reflection and Improvement

In the teaching of "A Brief History of Early Childhood Education," the use of case-based teaching and multimedia resources effectively stimulates interest and enhances participation. To address students' insufficient understanding of some historical backgrounds, teaching resources will be enriched. By guiding students to think and analyze independently, critical thinking and innovation abilities are cultivated. For students who have difficulty understanding, targeted explanations and tutoring will be strengthened, and extracurricular reading will be encouraged [3]. The use of teaching software such as "Rain Classroom" will be attempted to achieve blended online and offline teaching, better understanding students' learning conditions and optimizing teaching strategies.

9. Conclusion

This study takes the "A Brief History of Early Childhood Education" course as a specific example, deeply analyzing the core concepts and implementation strategies of ideological education in the vocational undergraduate early childhood education curriculum field. Although this teaching design has achieved initial results, there are still some areas that need improvement. Therefore, it is necessary to continuously strengthen teaching research, actively summarize practical experiences, and constantly improve and optimize teaching implementation plans. The goal is to form a replicable, referable, and promotable curriculum system, providing strong support for the construction of vocational undergraduate early childhood education programs.

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