

Exploration and Practice of Teaching Reform in Higher Vocational Pre-school Education under the Background of Integration of Production and Education——Taking the Course "Kindergarten Activity Design and Guidance" as an Example

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Abstract

With the deepening advancement of the integration of production and education, higher vocational preschool education majors need to accurately align with industry demands to cultivate applied talents. The course "Kindergarten Activity Design and Guidance" is a core professional course offered by preschool education majors. It helps students establish correct views on children and education in kindergartens, equips them with the ability to design and organize educational activities in the five major areas of kindergartens, and achieves a seamless connection between students and future teachers, as well as between schools and kindergartens. Its teaching effect directly affects the effectiveness of talent training. Therefore, constantly reflecting on and exploring curriculum teaching is of great significance for the construction of preschool education majors and the professional growth of students. The research results can provide theoretical reference and practical experience for the reform of similar courses in higher vocational preschool education majors.

Keywords: Integration of production and education; Higher vocational preschool education major; Kindergarten Activity Design and Guidance

1. Introduction

The national policy proposes to strive to run vocational education well in the new era and comprehensively promote the reform and development of vocational education. The Ministry of Education and other relevant departments have issued a series of policy measures to solve the institutional and mechanism problems that have long restricted the development of vocational education. The core lies in deepening the integration of production and education, promoting the organic connection between the education chain, talent chain, industrial chain, and innovation chain. This is also a new requirement and challenge put forward by the current social development for vocational education.

The integration of production and education in preschool education majors means that vocational colleges make full use of the educational resources and environment of kindergartens and other employers, closely combine industry with teaching, support and promote each other, so as to cultivate full-time applied talents who meet the development needs of kindergartens. Under the guidance of the integration of production and education policies, preschool education majors in higher vocational colleges around the country, relying on their disciplinary characteristics and the work needs of kindergartens, have actively promoted the connection between colleges and kindergartens and started to explore the reform and innovation of teaching work. They have established a training mode targeting comprehensive vocational ability cultivation, taking front-line kindergarten work tasks as carriers and students as the center. They have constructed the curriculum system and content according to the work characteristics of kindergartens, designed and arranged teaching activities, and realized the combination of theory and practice, as well as the unification of on-campus learning and future work. This study takes "Kindergarten Activity Design and Guidance" as an example to explore the curriculum teaching reform under the background of

integration of production and education.

2. Current Situation and Problems of Curriculum Teaching

2.1 Curriculum Overview

"Kindergarten Activity Design and Guidance" is a core professional course offered by preschool education majors. It has the characteristics of integrating theory and practice, covering both kindergarten curriculum theory and curriculum implementation. It is a comprehensive course involving interdisciplinary intersections, and also integrates the post standards of kindergarten teachers, the requirements of vocational college skills competitions, and the assessment requirements of vocational qualification certificates. The course takes ability cultivation and quality cultivation as the core, implements the principles of integrating theory with practice, applying what has been learned, and teaching students in accordance with their aptitude. Through the study of the design and organization of kindergarten activities, especially educational activities, students can fully master how to lead young children in activities, truly achieve a seamless connection between students and "future teachers", as well as between schools and kindergartens, and make students become senior applied talents who can meet the teaching needs of kindergartens.

2.2 Existing Problems in the Current Curriculum Teaching of Higher Vocational Preschool Education Majors

Through discussions with school-enterprise cooperation units and research and analysis of the course "Kindergarten Activity Design and Guidance", the following problems in the teaching of this course have been found:

Unclear curriculum nature and goal positioning: The nature of this course is defined as a course integrating theory and practice, but in the teaching plan, theoretical teaching still accounts for most of the class hours, while practical operation class hours account for a relatively small proportion. The curriculum content focuses on theoretical knowledge, lacking the integration of real kindergarten activity cases.

Solidified teaching mode: Teaching is mainly based on classroom lectures, and practical teaching links are weak. In the process of curriculum teaching, teachers still dominate the teaching by lecturing, while students listen and take notes, and teachers give feedback and comments according to lesson plans and assignments. Instead, the course should focus on practical teaching, with students as the main body and teachers guiding students to carry out practical operations.

Incomplete evaluation system: The evaluation method is traditional, still based on final exams and written assignments, ignoring students' performance and ability development in practical links, and failing to reflect the requirements of practical ability cultivation in the goals. Moreover, kindergarten evaluation is not introduced in the evaluation, and the evaluation subject is single.

Lack of practical teaching resources: The on-campus training resources are limited. Although the course integrates simulation teaching method into game teaching, students still lack front-line work experience, fail to feel the reality and sense of urgency of front-line work, and cannot obtain real feedback from young children. This has an undeniable impact on the design, organization, implementation and evaluation of kindergarten activities.

Insufficient "double-qualified" ability of the teaching staff: The course is comprehensive and more inclined to practical ability cultivation. Although most professional teachers in higher vocational colleges have interned in kindergartens, they still lack front-line teaching experience. At the same time, each teacher is good at different fields, and it is difficult to find a teacher who is proficient in activities in all five major areas.

3. Exploration and Practice of Curriculum Teaching Reform Based on Integration of Production and Education

The integration of production and education puts forward new requirements for professional talent training and curriculum teaching. This study takes "Kindergarten Activity Design and Guidance" as an example to discuss the curriculum design and practice under the new policy.

3.1 Clarify Curriculum Positioning

"Kindergarten Activity Design and Guidance" aims to serve kindergarten education, oriented towards promoting the development of students' post abilities, and highlighting the core literacy of kindergarten teachers and the key ability of activity design and organization. It closely focuses on the teaching work needs of kindergarten teachers to select and organize teaching, so that students can master the basic theories of activity design in the five major areas of preschool education(health, language, society, science, art), and can design, organize and guide appropriate educational activities according to the development of young children.

The curriculum teaching takes ability cultivation and quality cultivation as the core, implements the principles of integrating theory with practice, applying what has been learned, and teaching students in accordance with their aptitude, constructs an open teaching environment, and emphasizes "concept guidance, combination of lectures and practice, teacher-student interaction, and ability improvement". The course is closely connected with post practice, laying a foundation for students to enter the workplace in the future.

3.2 Establish Curriculum Goals

The main core post ability of the course is based on "Planning and Implementation of Educational Activities" in the "Professional Standards for Kindergarten Teachers (Trial)", pointing to organizing and guiding young children to carry out educational activities in different fields in kindergartens. That is, under the guidance of correct views on children and education, according to the physical and mental development characteristics of young children, scientifically and effectively design, organize and guide early childhood education activities to effectively promote the all-round growth of young children. Through the study of this course, students will master the basic content of kindergarten educational activities and the basic methods of organization and guidance, and initially have the ability to design and organize kindergarten educational activities, analyze and evaluate, and reflect.

3.3 Reconstruct Curriculum Content

In accordance with the requirements of "integration of production and education" in vocational education, the spirit of relevant policies of higher vocational education, the requirements of school-enterprise cooperation of the Ministry of Education, the items and standards of national vocational college skills competitions, the "Professional Standards for Kindergarten Teachers (Trial)" and the assessment requirements of teacher qualification certificates, the curriculum content is organized in an ability progressive way, the curriculum knowledge system is optimized, and the curriculum teaching content is integrated into school-enterprise cooperation to improve students' further cognition of kindergarten activities, enhance their comprehensive application ability of skills, and shorten the distance between the curriculum and post needs. The course selects learning content and designs project tasks based on the five major areas of kindergarten curriculum, including the basic theory of kindergarten activity design, kindergarten health education activities, social education activities, language education activities, science education activities, art education activities, and comprehensive theme education activities, enabling students to master the specific steps and matters needing attention in the organization and guidance of each type of educational activity. In addition, teaching links such as observing excellent educational activities in kindergartens and internships are set up to allow students to learn work content at close range, understand the nature of work, and accumulate valuable learning experience.

3.4 Refine Teaching Implementation

The course adopts project-based teaching method and task-driven approach. For each task teaching, the teaching strategy of "pre-class guidance, in-class progression, and after-class tracking" is adopted, and teaching is implemented through three links: pre-class, in-class, and after-class.

First, the pre-class guidance link, whose core is to stimulate students' interest with teaching resources. Before class, guided by specific learning tasks, various three-dimensional and information-based learning resources, such as teaching videos and case materials, are prepared and released to students through the information-based teaching platform. Students can choose different types and difficulty levels of resources to carry out independent learning according to their own interests and abilities, and complete pre-class tasks as required. Teachers conduct learning situation analysis based on students' task completion to accurately grasp the key and difficult points of teaching and fully prepare for classroom teaching.

Second, the in-class teaching link, which follows the idea of reviewing the old to learn the new and carries out teaching from easy to difficult. Teachers first systematically review the content of the previous teaching project to help students consolidate existing knowledge; then introduce new knowledge combined with pre-class learning resources, highlighting the key and difficult points of this project. Through interactive methods such as questioning, discussion, and case analysis, students are guided to use the constructed knowledge system to think and explore, so as to improve their problem-solving ability. On this basis, teachers guide students to apply the learned knowledge and skills to activity design and practical operation in combination with teaching goals and task requirements, so as to cultivate their innovative awareness and practical ability.

Finally, the after-class tracking link, which focuses on consolidating students' abilities. After class, teachers assign consolidation tasks to students in combination with the requirements of vocational college skills competitions and the assessment points of teacher qualification certificates, so as to strengthen their professional skills through practice. At the same time, online learning resources are pushed to facilitate students to check and review at any time after class, helping them continuously consolidate knowledge and steadily improve their abilities.

4. Implementation Path of Curriculum Teaching Based on Integration of Production and Education

4.1 Task-Driven to Stimulate Students' Learning Enthusiasm

Task-driven and project-based teaching transform students from passive acceptance of learning to active learning, stimulating their enthusiasm for participating in classes (Liu, 2022). This course is carried out under the simulation of kindergarten operation (Chang, 2022). Students form kindergartens in groups, name them, and design emblems; group members divide labor and cooperate, select principals, deputy principals in charge of business, principal assistants, backbone teachers, etc. to play different roles, and immerse themselves in experiencing the management and teaching work processes of kindergartens. According to the teaching content plan, each group determines activity themes around different teaching projects, prepares lessons collectively, sends representatives to give lectures, and other group members evaluate, so as to comprehensively exercise students' ability to design, organize and guide activities. This course takes the ability to design and guide kindergarten educational activities as the main line, takes the basic work content and work process of organizing kindergarten educational activities as the path, designs learning projects and tasks, completes lesson plan writing, simulated teaching, teaching activity evaluation and other work, and realizes the deep integration of theoretical learning and practical application.

4.2 Simulated Teaching to Help Students Improve Professional Skills

Simulated teaching is a core teaching method and necessary link in the curriculum system of preschool education majors (Zhang, 2024). Its core connotation is to rely on specific teaching content, guide students to immersive experience the core points of teaching through role-playing, scene restoration and other ways, help students establish teacher professional psychology in advance, and play a key role in improving the quality of curriculum teaching. This course systematically integrates the simulated teaching method into the activity design and organization teaching of the five major areas of preschool education, makes full use of professional teaching resources such as on-campus micro-class training rooms, accurately reproduces the real teaching environment of kindergartens, and moves the actual work scenes of the industry into the classroom. Students not only learn the theoretical knowledge of field teaching, but also carry out practical teaching, put the designed teaching activity plans into practice, simulate and experience the work content and whole process of kindergartens, and lead students from obscure theoretical knowledge to vivid actual kindergarten activities. This helps students deeply understand the practical value of theoretical knowledge, accumulate valuable teaching practice experience, and significantly improve their problem-solving ability and emergency response ability (Mao & Li, 2020).

4.3 Multiple Evaluation to Promote Students' Comprehensive Development

Establish a new teaching evaluation concept, change the evaluation mode that only pays attention to examining the mastery of knowledge, and take the improvement of professional quality and professional skills as the core orientation of evaluation (Sun, 2021). In the implementation of academic evaluation, we strictly follow the principles of diversified evaluation subjects, whole-process evaluation, and diversified evaluation methods, and construct a comprehensive and multi-level evaluation system (Gong, 2024). In the stage of on-campus course learning, a combination of students' self-evaluation, group mutual evaluation and teachers' evaluation is adopted. Process evaluation and summative evaluation are combined through pre-class presentations, group discussions, after-class tasks, project assessments, simulated teaching and other ways, highlighting the educational goal of focusing on comprehensive ability cultivation. In the kindergarten internship stage, a dual-tutor system of school supervisors and kindergarten supervisors is adopted for assessment and evaluation. In addition, teachers adopt the portfolio evaluation method to sort out and collect students' teaching task results, so that after the course, students can know their growth process, correctly understand themselves, experience the learning process and the joy of success, and enhance their professional identity and development confidence through the portfolio.

4.4 Skills Competitions to Strengthen Students' Professional Quality

Vocational skills competitions promote the reform of vocational education teaching mode (Wang & Jin, 2022) and improve students' professional quality (Tai & Ren, 2022). Referring to the high standards and strict requirements of the "WorldSkills Competition", closely following the needs of students' professional growth, we realize the combination of skills competitions with professional training goals and the in-depth integration with professional curriculum teaching, and construct a positive teaching ecology of "promoting learning through competitions, promoting teaching through competitions, and promoting practice through competitions". Regular on-campus preschool education professional skills competitions are organized, focusing on the core post skills and professional quality of preschool education, to build a platform for students to show their professional abilities. At the same time, through skills competitions, students' solid theoretical foundation and proficient professional skills are displayed, their professional strengths are fully explored, and their learning initiative and competitive awareness are effectively stimulated. In addition, with competitions as the carrier, we vigorously promote the spiritual outlook of positive progress and striving for excellence, and create a strong learning atmosphere. Through skills competitions, students' comprehensive professional abilities are comprehensively inspected, and their professional quality of being rigorous, careful and pursuing excellence is cultivated.

4.5 School-Industry Cooperation to Enhance Students' Workplace Readiness

School-Industry cooperation is an important way to promote the integration of production and education (Feng, 2020). Based on in-depth school-enterprise cooperation and taking the special-class teacher studios in the region as the platform, we construct a student practice system and fully implement the "dual-tutor" system

in which college teachers and excellent kindergarten teachers jointly guide educational practice. By organizing students to participate in post practice links such as kindergarten internships and on-the-job internships, students are deeply integrated into the real work scenes of kindergartens, and their teaching skills, class management ability and communication and cooperation ability are tempered in practical work, so as to promote the all-round improvement of professional abilities (Yao & Fan., 2025).

Implement the concept of school-enterprise collaborative education of "going out and bringing in". On the one hand, organize professional teachers of the school to go deep into the front line of kindergartens to participate in practical training, fully understand the current development trends of kindergarten curriculum reform and the actual needs of teaching work, and provide accurate basis for the optimization and adjustment of curriculum content; on the other hand, actively invite excellent front-line kindergarten teachers to enter the campus to undertake part of the practical teaching tasks. At the same time, hire senior industry mentors and experts in the field of preschool education to enter the campus to carry out special lectures, teaching seminars and other activities, helping teachers and students keep abreast of the cutting-edge trends of industry development and accurately grasp the direction of curriculum teaching reform.

5. Conclusion

The integration of production and education provides a key path for higher vocational colleges to solve the dilemma of practical teaching in preschool education majors, and also puts forward higher requirements for professional curriculum teaching. Taking "Kindergarten Activity Design and Guidance" as an example, this paper discusses the exploration of curriculum teaching reform in preschool education majors under the background of integration of production and education by establishing curriculum goals, reconstructing curriculum content, refining teaching implementation and other aspects, and strives to cultivate high-quality and applied talents who can be competent for the care and education work in various preschool education institutions at all levels.

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