



Curriculum Innovation and Practical Exploration of Preschool Education from the Perspective of Educator Spirit

Zhou Ying, Shi Qian, Zheng Guofeng, Li Shuang, Mu Renyu

College of Teacher Education, Zunyi Normal University, Zunyi, Guizhou, 563006

*Corresponding to: Zhou Ying

Abstract: In the context of the new era, the realization of education modernization is inseparable from the construction of high-quality teachers. As an important driving force for the reform and development of the teacher education system in the new era, the spirit of educators has endowed the people's teachers with a lofty mission and new responsibilities. Guided by the spirit of educators, this paper takes the course of "preschool education" as an example, analyzes the problems existing in the current course, and discusses how to carry out teaching reform from four aspects: teaching objectives, content, implementation and evaluation, so as to improve the quality of "educator spirit" of future kindergarten teachers.

Keywords: Educator Spirit; Preschool Education; Course Teaching

1 FORMULATION OF THE QUESTION

In order to promote the reform of the teaching force, the Central Committee of the Communist Party of China and the State Council issued a policy in 2018, and clearly pointed out that by 2035, a large number of teachers with the spirit of educators should be trained. In September 2023, General Secretary Xi Jinping encouraged teachers to follow the example of educators and advocated the spirit of educators in a letter to the representatives of outstanding teachers across the country. In 2024, Minister Wang Jiayi is elaborating on the new era

In his opinion on the building of a contingent of high-quality teachers, he pointed out that the development of the contingent of teachers should pay attention to the building of ideological and political work and lead the growth of teachers through the spirit of educators. If you want to strengthen the country, you must first strengthen education; In order to strengthen teaching, it is necessary to train excellent teachers. As the initial stage of basic education, early childhood education not only shoulders the important task of cultivating children's good habits and intellectual development, but also plays a decisive role in children's future growth and development. The quality of pre-service training of preschool teachers is directly related to the overall level of preschool teachers. As the basic course of preschool education, "preschool education" not only bears the responsibility of imparting professional subject knowledge, but also plays a vital role in shaping the professional values of

preschool teachers. It aims to cultivate students' enthusiasm for preschool education, care for children, establish a scientific educational concept, and develop professional ethics in teaching according to law. Therefore, it is of far-reaching significance to optimize the curriculum content, deepen the curriculum reform, and improve the professional ability and quality of preschool teachers. It has become an urgent task to integrate the spirit of educators into the reform of the preschool education curriculum and to train future educators.

2 THE NECESSITY OF CURRICULUM REFORM OF "PRESCHOOL EDUCATION" FROM THE PERSPECTIVE OF EDUCATOR SPIRIT

2.1 SOLVE THE PROBLEMS EXISTING IN THE CURRENT "PRESCHOOL EDUCATION" CURRICULUM

In 2012, the "Professional Standards for Preschool Teachers (Trial)" clearly put forward the core concept of "teacher ethics first, child-oriented, ability-oriented, and lifelong learning", and systematically expounded the guiding principles for training preschool teachers. In this context, the professional courses of preschool education in colleges and universities actively deepen the reform of education and teaching, with the training of



professional kindergarten teachers as an important goal. The survey found that although the "preschool education" course has achieved certain results in talent training, there are still some outstanding problems in the course [1]. First, the traditional "preschool education" course focuses on theoretical learning and ignores practical teaching, mainly focusing on teachers' lectures, emphasizing students' mastery of theoretical knowledge. This traditional teaching mode helps students to quickly build a knowledge system and improve their professional knowledge. However, due to the long-term use of the theoretical learning mode and the lack of effective connection with educational practice in the curriculum, it is difficult for students to understand the relevant knowledge points and effectively apply them to actual teaching, which affects students' practical ability and cannot adapt to the professional requirements of preschool teachers in real scenarios. On this basis, the integration of the spirit of educators only stays at the theoretical level, lacking practical operation and understanding, resulting in the inconsistency of knowledge and action. Second, the "preschool education" curriculum is dominated by knowledge transfer, and teachers often rely on indoctrination teaching, which is difficult to meet the learning needs of students. The "student-oriented" educational concept has not been deeply practiced and is often a mere formality. This teaching method ignores the cultivation of preschool education values, which makes it difficult for students to form a deep identity with the identity of preschool teachers, and it is also difficult to understand the core content of the "educator spirit".

2.2 ADAPT TO THE NEEDS OF PRESCHOOL TEACHERS IN THE NEW ERA.

With the rapid development of education, the standards of teacher training are also constantly changing, especially at the preschool stage, and the training of high-quality teachers has become the focus of global education reform. Quality pre-school education plays a key role in children's all-round growth and the development of their future learning abilities. As the implementers of education at this stage, preschool teachers are responsible for promoting the sustainable development of the preschool education system. In 2018, the Ministry of Education issued the "Opinions on the Implementation of the Excellent Teacher Training Plan 2.0", which proposed to cultivate excellent kindergarten teachers who love education and have deep feelings for education by reforming the teacher training model. In the same year, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Deepening the Reform of the Construction and Reform of the Teacher Team in the New Era", which regarded "cultivating a large number of outstanding teachers" as one of the core goals of the construction of the teacher team. In this context, improving the quality of preschool teachers has become a key issue in the development of preschool education. In 2023, General Secretary Xi Jinping expounded the spirit of educators with Chinese characteristics from six aspects, including ideals and beliefs, educational feelings, and educational wisdom, emphasizing that outstanding teachers in the new era should have higher professional quality and professional ability [2]. As the core curriculum of preschool

education, "preschool education" not only helps students master the theoretical knowledge of preschool education, but also is a key link in cultivating excellent preschool teachers. Therefore, curriculum reform should focus on the improvement of students' professional ability and the cultivation of educational values, and fully integrate the spirit of educators, so as to cultivate high-quality preschool teachers that meet the requirements of the times.

3 THE REFORM PATH OF "PRESCHOOL EDUCATION" CURRICULUM FROM THE PERSPECTIVE OF EDUCATOR SPIRIT

As the core course of preschool education, "preschool education" carries the task of constructing the subject knowledge system and mastering the theoretical development of preschool education, and is a key course for cultivating excellent kindergarten teachers. Based on the theoretical framework of preschool education, this paper discusses how to promote curriculum reform and optimize the curriculum design of "preschool education" under the guidance of educator spirit from four aspects: curriculum objectives, content, implementation and evaluation.

3.1 OPTIMIZE THE DESIGN OF THE CURRICULUM OBJECTIVES OF "EDUCATOR SPIRIT": FROM "STANDARD" TO "CHARACTERISTIC".

The traditional curriculum goal of "preschool education" focuses on the imparting of subject knowledge, ignoring the comprehensive cultivation of students' abilities and emotions. In order to meet the needs of modern education, the design of curriculum objectives should shift from the traditional model of "knowledge indoctrination" to the goal of focusing more on the all-round development of students' abilities, emotional and moral qualities. Guided by the spirit of educators, the curriculum objectives should be comprehensively designed from the four dimensions of teacher ethics and teacher style construction, child-centeredness, ability cultivation and lifelong learning, which not only pay attention to students' subject professional quality, but also pay attention to cultivating their innovation ability, practical ability and independent learning ability. On this basis, it should also be deeply integrated into the spirit of educators, through the deepening of the curriculum, cultivate students' lofty ideals and feelings of loyalty to the country, shape noble moral character, enhance educational wisdom, cultivate the spirit of innovation and dedication, and finally establish the educational ideal of cultural people and the pursuit of truth.

3.1.1 IMPLEMENT "TEACHER ETHICS FIRST" AND STRENGTHEN PROFESSIONAL IDENTITY.

The core task of education in the new era is to "establish morality and cultivate people". Therefore, the primary task of education is to "educate people". The "Ten Guidelines for the Professional Conduct of Kindergarten Teachers in the New Era" clearly points out that "teacher ethics and teacher style are the



most important standards to measure the quality of preschool teachers". Pre-service preschool teachers shoulder the great responsibility of national rejuvenation, so from the perspective of "educator spirit", the "preschool education" course should highlight the construction of teacher ethics and teacher style, comprehensively strengthen teacher ethics education, cultivate educational feelings, and cultivate excellent kindergarten teachers who "learn from high school as teachers and are models". [3]. For example, in the chapter "The Relationship between Pre-school Education and Children's Physical and Mental Development", students learn about the laws related to children's rights and interests (such as the Convention on the Rights of the Child, the Law on the Protection of Minors, and the Education Law) to help students understand children's rights and teachers' responsibilities, establish a sense of the rule of law, and grasp the basic principles of teaching according to law. In the part of "professional development and training of preschool teachers", it should be combined with the national concept of "people-oriented" and "educator spirit", with the help of the policy documents of the Ministry of Education, to cultivate students' professional ethics of kindergarten teachers with "the ideal and belief of having a big heart and serving the country with sincerity" and "being a model of words and behavior".

3.1.2 ADHERE TO THE "CHILD-ORIENTED" AND STRENGTHEN PROFESSIONAL KNOWLEDGE.

The Professional Standards for Kindergarten Teachers (Trial) takes "child-centered" as the core concept and fundamental value orientation of teacher education. Based on this concept, the curriculum of "preschool education" should implement this principle, and the curriculum design should fully consider the needs of children's personality development, cultivate students with "love for children, willing to dedicate to benevolence" and "have the world in mind, and pursue the Tao with culture", so as to help students learn to respect, understand and support the all-round development of children, and establish a scientific view of children [4]. For example, in the module of "Children's View", students can independently think about "how to view children" and "what is a scientific view of children" through interviews and the study of designated literature before class. In the classroom, teachers encourage students to use critical thinking to analyze the corresponding education models of different child views through the analysis of classic cases, and combine the "educator spirit" to help students deeply understand the connotation and value of the scientific concept of children, and then establish a scientific view of children and education. In addition, in response to the professional knowledge requirements of preschool teachers, the "Professional Standards for Kindergarten Teachers (Trial)" emphasizes that teachers should not only master the basic theoretical and practical knowledge of preschool education, but also expand the breadth and depth of knowledge and cultivate cultural literacy, so as to improve the quality of children's education services in the future. therefore "Preschool Education" The curriculum also needs to be strengthened in its integration with other disciplines, reconstructing the knowledge framework of preschool education, Enhance students' educational intelligence and ensure that they are able to master the full range of professional knowledge.

3.1.3 EMPHASIZE "ABILITY FIRST" AND IMPROVE PROFESSIONAL ABILITY.

The "Opinions on the Implementation of the Excellent Teacher Training Plan 2.0" clearly pointed out that through the implementation of the excellent teacher training plan, a group of excellent kindergarten teachers who love preschool education, are child-oriented, and are good at teaching are cultivated. The Professional Standards for Kindergarten Teachers (Trial) also emphasize that teachers should have strong practical skills. Especially in the process of education, "the wisdom of educating people to enlighten the mind and teach students according to their aptitude" and "the cultivation attitude of diligence, truth-seeking and innovation" are important manifestations of the ability to educate people [5]. Therefore, the course content should pay more attention to the combination of practicality and practice. As a course that closely integrates theory and practice, preschool education should be practice-oriented, integrating preschool education theory with practical teaching, and improving students' practical ability to protect education. For example, when explaining the "Kindergarten and Primary School Connection", teachers help students master the core theoretical and practical skills of "Kindergarten and Primary School Connection" by introducing relevant professional knowledge, combined with educational hotspots and national policies. At the same time, teachers use task-driven and situational teaching methods to stimulate students to think about the problems of "young and primary connection" in practical teaching, and encourage students to form practical awareness and practical ability to solve practical problems in the process of solving problems. Students should also learn to use theoretical knowledge to construct a practical knowledge system, so as to form a knowledge system that combines theory and practice, and improve the development of practical ability.

3.1.4 PROMOTE "LIFELONG LEARNING" AND PROMOTE INDEPENDENT DEVELOPMENT.

In the report of the 16th National Congress of the Communist Party of China held in 2002, it was proposed to achieve the goal of "comprehensive learning and lifelong learning" by 2020. Released in 2011 Teacher Education Curriculum Standards It is clearly stated that teachers should have the concept of lifelong learning, emphasizing that "teachers are individuals who are continuous learners". Teachers' professional development is a continuous process of improvement, which means that teachers need to constantly improve themselves. Kindergarten teachers, in particular, educate young children who are dynamic and have unique personalities. Therefore, the professional development of kindergarten teachers must rely on the continuous enhancement and improvement of their autonomy [6]. In the training of pre-service kindergarten teachers, it is important to focus on stimulating students' awareness of lifelong learning and putting it into practice, and through this process, promote the development of personality and educational vision. Therefore, the "Preschool Education" curriculum needs to be closely integrated with the needs of society, and one of the goals is to cultivate students' international vision, critical thinking and innovation ability. For example, in the part of "The Relationship between Preschool Education and Society", teachers introduce



advanced theories and practices of preschool education at home and abroad to help students broaden their international perspectives and understand the development laws and trends of preschool education. Through the comparison of preschool education goals in different countries, it helps students better understand the goals of preschool education in China, cultivates students to learn to look at education from the perspective of development, and further enhances students' global vision and open thinking.

3.2 OPTIMIZE THE SELECTION OF COURSE CONTENT OF "EDUCATOR SPIRIT": FROM "ADHERENCE" TO "INNOVATION"

The traditional teaching resources of the "Preschool Education" course mainly come from textbooks such as "Preschool Education" and "Principles of Preschool Education", but some of the contents are relatively outdated, lacking the characteristics of the times, life and openness, and are prone to disconnect between practice and theory. As a professional course that attaches equal importance to theory and practice, 'Preschool Education' should take the spirit of educatorism as the core, taking into account both theory and practice. In the theoretical part of preschool education, attention should be paid to students' mastery of professional knowledge; In the practical part, students' ability to solve practical educational problems should be strengthened. By providing real classroom and kindergarten practice sessions, students can improve their education and teaching practice ability. On the one hand, the curriculum content of 'preschool education' based on the spirit of educators should be closely combined with the background of the times and timely supplement new educational research results, and on the other hand, it should be integrated into the excellent traditional Chinese culture and fully tap its educational resources. For example, in the section on the establishment and development of preschool education, students should understand the relationship between preschool education and cultural development in China, recognize the importance of excellent traditional Chinese culture to the development of preschool education, and cultivate a sense of social responsibility and cultural inheritance. The "spirit of educators" emphasizes the need to "have the world in mind and pursue the Tao of cultural people". In the context of globalization, international vision is one of the necessary qualities of modern talents. Therefore, the "preschool education" curriculum should take the cultivation of students' open vision and sense of social responsibility as an important goal. By closely integrating educational hotspots with curriculum learning, it helps students broaden their horizons, improve their sensitivity to international and domestic educational events, cultivate their open-mindedness, and enhance their role in educating people.

3.3 OPTIMIZE THE IMPLEMENTATION OF THE CURRICULUM OF "EDUCATOR SPIRIT": FROM "OFFLINE" TO "HYBRID".

In order to effectively promote students' understanding of the "educator spirit", the "Early Childhood Education" course will use digital teaching media materials and the "Xuetong" platform

to optimize the teaching situation through online and offline teaching, and naturally integrate the educator spirit. The course will be implemented in combination with the three links of "before", "during and after" to promote the integration of professional teaching theory and educational practice, and realize the organic unity of educator spirit and knowledge system. First of all, teachers release pre-class learning tasks and materials through "Xuetong" to help students understand new knowledge points in advance, cultivate students' awareness of active learning, and enhance their learning initiative. Secondly, a variety of teaching methods (such as case study method, exploratory teaching method, experiential teaching method, cooperative learning mode, etc.) will be combined in the course to encourage students to 'learn by doing, think by doing', so as to develop critical thinking and cooperation skills. Thirdly, in order to consolidate students' understanding and mastery of what they have learned, teachers will assign after-class tasks through the 'Xuetong' platform at the end of each chapter. At the same time, the platform will push hot educational articles and videos related to the course topics to deepen students' professional theoretical literacy. The implementation of the curriculum will combine multimedia technology and information resources to create teaching situations, improve the single teaching method, and strengthen the function of subject education. This will help students to effectively acquire knowledge, promote students' perception of the "educator spirit", and promote the integration of educational concepts and practices [7].

3.4 OPTIMIZE THE CURRICULUM EVALUATION CRITERIA FOR "EDUCATOR SPIRIT": FROM "SINGLE" TO "DIVERSE".

In order to motivate the growth potential of preschool kindergarten teachers, the evaluation of "preschool education" from the perspective of educator spirit should not only evaluate students' mastery of knowledge and ability, but also pay attention to the cultivation of students' educational concepts and spiritual shaping [8]. Therefore, it is important to optimize the course evaluation system. On the one hand, In order to more accurately grasp students' learning progress and comprehensive ability, curriculum evaluation should be carried out through a variety of evaluation subjects, including teacher-led evaluation, student self-evaluation, team evaluation and platform evaluation. On the other hand, course evaluation should abandon the traditional single result-oriented evaluation and unified standard evaluation methods, and combine process evaluation and final evaluation. Incorporate more comprehensive qualitative evaluation content. This qualitative assessment focuses on the student's attitude towards learning, enthusiasm, knowledge application ability and problem analysis ability, etc., through specific behavior observation to carry out dynamic evaluation. Through the evaluation mode combining quantitative and qualitative, the all-round and three-dimensional evaluation of students' learning process and results can be realized, so as to promote the innovation and improvement of course evaluation methods.



4 CONCLUSION

To sum up, in order to cultivate preschool teachers in the new era with noble teacher ethics and comprehensive literacy, it is necessary to integrate the spirit of educators into all aspects of education and teaching. In order to ensure that the curriculum of 'Preschool Education' is more vivid and flexible from the perspective of the educator's spirit, and effectively solve the challenge of integrating the curriculum content with the educator's spirit, firstly, the curriculum design should be optimized according to the teaching objectives of the educator's spirit, from "standard" to "special". The transformation focuses on students' professional identity, professional knowledge, professional ability and independent development, and lays a solid foundation for cultivating the "spirit of future educators" in the field of preschool education. Secondly, the selection of curriculum content should realize the transformation from "adherence" to "innovation", closely combine the topics of the times and the hot content of education, and strengthen the cultivation of the core literacy of educators. Thirdly, the way the curriculum is implemented should shift from "offline" to "hybrid". Adhere to the "student-oriented", introduce new teaching methods and technologies, and optimize the teaching process. Finally, the course evaluation has changed from "single" to "multiple", and through the multi-angle and multi-subject evaluation method, the evaluation of the subject and the change of the perspective are comprehensively evaluated.

FUNDING

Zunyi Normal University's 2024 school-level undergraduate teaching content and curriculum system reform and cultivation project "Research on the Practice of Pre-service Training of Outstanding Kindergarten Teachers from the Perspective of Educator Spirit: A Case Study of the Course of Preschool Education" (Project No.: JGPY2024016); Zunyi Normal University Curriculum Construction Special Project "Ideological and Political Teacher Teaching Team of Preschool Education Theory Course" (Project No.: KCSZ2024014); Zunyi Normal University Research Fund Funded Project "Investigation and Research on Life Education Literacy of Pre-service Preschool Teachers from the Perspective of "Knowledge, Feelings, Intentions and Actions" (Project No.: 2023SKYB24)

ABOUT THE AUTHOR

Zhou Ying (1992-), female, Han nationality, native of Zunyi, Guizhou, holding master's degree, lecturer, engaged in preschool education research;

REFERENCES

- [1]XU Yue, RU Rongfang. Exploration of the path of preschool teacher education curriculum reconstruction under the guidance of educator spirit[J].Journal of Hebei Energy Vocational and Technical College,2024,24(03):27-30.
- [2]A Mu Gulen, Yang Lin. The value implication, basic compliance and practice path of promoting the spirit of educators in normal colleges[J]. Chinese University Teaching,2024(11):88-96.
- [3]Zheng Gang,Wu Yaxin. The Historical Foundation, Evolution and Practice of China's Unique Educator Spirit[J].Contemporary Education Forum,2024(02):110-117.
- [4]ZHANG Aichun, LIU Renfeng, LI Hui. Journal of Hubei University of Science and Technology,2024,44(06):88-93.
- [5]JIANG Cheng, ZHENG Gang. From "Education to Educator Spirit": China's Exploration of Strengthening the High-quality Construction of Teachers since the New Century[J]. Journal of Southwest University(Social Sciences),2024,50(04):203-214.
- [6]Xing Tai, Zhao Ping. Journal of Xingtai University,2024,439(04):147-154.
- [7]WANG Yongmei. Liaoning Education,2024,(20):24-27.
- [8]WANG Jiaoli, ZHAO Dongqun. Zhengzhou Normal Education, 2022, 11(05): 25-29.
- [1]XU Yue, RU Rongfang. Exploration of the path of preschool teacher education curriculum reconstruction under the guidance of educator