

The Enlightenment of Zhang Xuemen's Thought on Current Early Childhood Education

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Abstract: Zhang Xuemen is a famous early childhood education expert in modern China, and an explorer of the sinicization, localization and scientific of early childhood education in China in the 1920s and 1930s. Zhang Xuemen's early childhood education ideology has cross-era significance and is a mirror of China's current kindergarten reform. Based on historical documents, this paper analyzes and evaluates Zhang Xuemen's early childhood play ideas, behavioral curriculum theory, and early childhood teacher education, and gives certain suggestions for the development and reform of contemporary early childhood education in China.

Keywords: Behavior Course; Children's view; Teacher's view; Teacher education

1. Introduction

Based on Zhang Xuemen's early childhood education ideas and children's views and game views, this paper analyzes the profound ideological connotation of behavioral curriculum theory, and sorts out the educational ideas of teacher training students. Therefore, the suggestions for the current early childhood education are as follows: early childhood education should fully respect the subject status of young children; Teaching activities should be integrated with games; Teachers should take advantage of young children's spontaneous play; Education should expand the space for children's activities. In addition, preschool education should pay attention to the continuing education of teacher training students, pay attention to the connection between kindergarten education and primary education, and build a kindergarten curriculum that meets China's national conditions. 1. children's play ideas.

1.1. Children's View

Zhang Xuemen, in "Kindergarten Curriculum Preparation", begins by discussing "what a child is". Zhang Xuemen criticized the "children's mechanical theory", "children's plant theory" and "children's completeness theory" at that time, and put forward his own view of children: children are growing organisms. "Children are by no means concrete and micro-adults"^[1], they have their own unique physiology, psychology, and interaction with the environment of the time, to grow, to complete the life of this period, to maintain existing growth, and to continue to grow in the future. This is the ontology of children.

1.2. Game View

1.2.1. The Game is to Enrich Life.

Through his criticism of the classic Western game theory and his own understanding of children's education, Zhang Xuemen put forward his own view of play: games are for the purpose of enriching life. This life does not refer to the future life, but to the child's current life. "They need to get a lot of physical and psychological development from the game at this stage of life, as well as the knowledge and skills in life to grow up, and gradually have the ability to adapt to society." ^[2] It can be seen that Zhang Xuemen believes that games are closely related to children's physical and mental development, and games come from children's lives, and they should be able to enrich children's existing lives.

1.2.2. Pay Attention to Children's Spontaneous Play

Zhang Xuemen believes that the game is divided into two types: "One is spontaneous and automatic for children; One is adult-taught"^[2]. Although most of the games in kindergartens are the latter, Zhang Xuemen attaches great importance to children's spontaneous and automatic play. He believes that children have their own plans, purposes and ideas in spontaneous and automatic play. When children concentrate on doing a certain kind of game, such as piling up sand and gravel, adults often interfere with language or behavior, forcing their game to stop. He believes that if spontaneous and automatic games are often stopped and interrupted, it will have an easy "half-way" impact on children's future work. Children's spontaneous automatic play is not only available at home, but also everywhere in the kindergarten when they are free to move. At this time, teachers and parents should not interrupt at will, but should be guided by the situation to help children "end from one" in the game.

1.2.3. Criteria for Game Selection

Zhang Xuemen believes that there are the following five criteria for game selection: First, it must be in line with children's abilities and interests; Second, it must be tailored to the needs of the child; Thirdly, it is necessary to adapt to the experience of children and make it more possible to expand development; Fourth, it must be simple and ordinary with art forms; Fifth, it must contain social values such as labor, unity, justice, and discipline. It can be seen that the choice of games must first meet the physical characteristics and psychological interests of young children, meet the spontaneous needs of children, can make them conform to the experience of young children, and can also allow children to learn the basic literacy as members of society. Zhang Xuemen also believes that the game must contain art forms, such as the ups and downs in the plot setting of the game, rich in changes, etc., which can make children feel vivid and interesting. In this way, Zhang Xuemen attaches great importance to constructing play activities according to children's interests and needs.

2. The Theory of Behavioral Curriculum

2.1. Course Objectives

2.1.1. Meet the Needs of Young Children and Social Needs

Zhang Xuemen believes that the goals of the behavior curriculum mainly include both children and society. Children's aspects mainly include: to meet the needs of children's physical and mental health, the curriculum must be based on children's physical and mental development laws and interests as the starting point; The expansion of children's life experience should not be a new isolated experience, but should be the use of the natural and social environment to arouse the child's life needs, and expand the child's life experience on the basis of the child's original experience; Cultivate children's ability to live, because "today's children are the future of the Chinese nation." The social aspect means that the curriculum objectives should enable children's development to adapt to the needs of the society at that time, and only taking into account the children and ignoring the social curriculum goals is not conducive to the children's better adaptation to social life in the future. Therefore, the choice of course content should not be based solely on the individual experience of the child, but also on the needs of society.

2.1.2. Children's Psychosomatic and Environmental Harmonious Development

Zhang Xuemen believes that "the mind, body and environment cannot be separated, and there is no separation in reality, and when development is realized, it is the same as it is permanent." Therefore, he proposed that early childhood education should "not go against the real principles of education, and understand in advance the relationship between the mind and body and the environment, the individual and society." He analyzed the relationship between the individual and the body, the environment, and the relationship between the individual and society. Zhang Xuemen pays attention to the relationship between children's minds and bodies and the environment, and he believes that the development of children's minds and bodies is not developed by himself alone, but also depends on the response in the environment. In particular, he pointed out: "The environment referred to here does not refer only to the natural environment, but also to the natural material environment, but also to the social environment of the more important people."

2.2. Course Content

2.2.1. Take Life as a Teaching Material

Zhang Xuemen described the content of the behavior curriculum as a "teaching material" derived from children's lives. Zhang Xuemen pointed out in the "Research on Kindergarten Teaching Materials": "Children first have a life, and then have the need for teaching materials; It is not that there are teaching materials and then they cause a mechanical reaction to children's lives." [1] He said, "What do children have to learn when they go to kindergarten? What do kindergarten teachers have to teach? How do teaching and learning connect? These three questions are at the heart of kindergarten textbook research. He believes that the scope of teaching materials is very large, and all those that can arouse the requirements of children's lives, expand the experience of children's lives, and infiltrate the awareness of children's lives are teaching materials. Therefore, the content of the behavior curriculum is derived from the child's life, which includes individual life, social life and life that interacts with the natural environment.

2.2.2. Select Content Based on "Knowing" and "Feeling"

For how to choose the content of the course, Zhang Xuemen put forward the selection criteria from the aspects of "knowledge" and "emotion". "Knowing" mainly refers to respecting the laws of children's physical and mental development, and "emotion" is expressed as the need to consider children's emotional investment in learning content. Young children have a strong sense of imitation, curiosity, love to play, if these materials that meet the needs of children are included in the curriculum, it will certainly stimulate children's interest. In addition, he also proposed from the perspective of children's learning ability that children's ability is limited, and the selection of kindergarten teaching materials takes into account their learning ability. He also suggested that materials should be collected in the child's own environment. He believes that "what a child can react to is the society in his own environment." "It is required to collect materials that are consistent with the development of young children from the family, society and natural environment around the child.

2.3. Course Implementation

Zhang Xuemen's behavioral curriculum is based on the planned design of activities, and the "unit teaching method" is adopted in the implementation process, breaking the dividing line of each subject, selecting materials related to the learning unit in terms of content, so that the goals of each subject are naturally integrated into the actual life of young children.

2.3.1. Motivation

Zhang Xuemen puts the motivation of young children in the first place. He believes that "although man's behavior is very different, his motives are no more than two, the first is due to inner needs, and the second is due to external stimuli." Therefore, the implementation of the behavior curriculum must first induce children's spontaneous motivation, and sometimes it is also necessary for preschool teachers to use the environment, language, etc. to stimulate children's learning motivation.

2.3.2. Purpose

The purpose of the behavior curriculum is to mean that the teacher tries to expect the child to achieve the effect of the behavior. From the perspective of the content of the purpose, it involves the knowledge and skills, interests and attitudes acquired. Only after the teacher has determined the purpose of teaching can he effectively guide the behavior of young children in the curriculum, and the teaching activities can have certain standards.

2.3.3. Activities

Zhang Xuemen believes that it is necessary to carefully design "the essentials of the event, the number of participants, the time and place of the event and the procedures for each small section." Mainly according to the plan of preset activities, in the practice of behavior, teachers should do a detailed plan of activities.

2.3.4. Activity Process

Mr. Zhang Xuemen pointed out: "How did the event start? How to expand? How does it end? It is an extremely important measure when organizing a course. "Therefore, teachers must plan a detailed activity process before the start of teaching to facilitate the guidance of later activities."

2.3.5. Tools and Materials

Zhang Xuemen believes that the tools and materials for specific applications are formulated according to the inherent various subjects, and because the behavior is not mechanical, there are also certain changes. Therefore, teaching materials are full of changes, tools and materials should also be full of changes, and should be adjusted according to the actual situation.

3. Early Childhood Teacher Education

3.1. The Training Goals of Preschool Teachers

He proposed the goal of training preschool teachers, "that is, preschool teachers who can dedicate themselves to the popularization of civilian early childhood education and the majority of rural early childhood education to create a new generation of citizens." They not only have the skillful skills and skills that an ideal preschool teacher should have, but also have a firm and firm professional thinking. "

3.2. Essential Cultivation for Preschool Teachers

Zhang Xuemen proposed that "teachers should have superb knowledge, noble, firm and beautiful personality cultivation." "Only when teachers have sound knowledge and a great and noble personality can they be able to teach and solve puzzles and be a role model for others." Therefore, the cultivation that preschool teachers should have are: noble personality, exquisite knowledge, and self-education awareness.

3.3. Pay Attention to Internship

Zhang Xuemen divides the internship of teacher training students into four stages: visiting stage, internship stage, trial teaching stage, and counseling stage. It should be pointed out that Zhang Xuemen expanded the scope of teacher training internships, extending from kindergartens to nurseries and lower primary schools; From school education to social education and social construction. Such a visit arrangement can not only enable preschool teachers to form a complete concept of early childhood education, but also help solve the problem of early childhood articulation.

4. The Enlightenment of Xuemen Early Childhood Education Thinking

4.1. Revelation Based on the Idea of the Game

4.1.1. Integration of Games and Teaching

"Game teaching" and "teaching gamification" are hot topics in early childhood education in recent years. Zhang Xuemen regards teaching and play as a way for young children's activities, which is also of enlightening significance for our early childhood education today. Kindergarten teaching is to carry out activities in the form of games, and teaching in the way of games is the teaching process of free interaction between teachers and young children, so as to realize the harmonious unity of game and teaching in form and content, and achieve the organic integration of games and teaching.

4.1.2. Pay Attention to Children's Spontaneous Play

In the current kindergarten teaching, teachers generally draw up a teaching activity plan in advance and then carry out teaching according to the activity plan. According to Zhang Xuemen, the spontaneous play of young children is actually particularly valuable for early childhood teaching. Teachers should pay attention to the spontaneous play of the child to satisfy their natural interests before trying to move on to the original activity plan. Preschool teachers must be good at observation and discovery, combined with children's interests and hobbies, and flexibly use children's occasional or spontaneous game activities, so that teaching game activities are not only planned, but also flexible and variable.

4.2. The Enlightenment of Behavioral Curriculum Theory to Current Early Childhood Education

4.2.1. Respect the Subject Status of Young Children

Zhang Xuemen stressed that preschool teachers should respect the main position of children and

conform to the nature of young children in order to develop young children. Personality as the goal, play the role of a good facilitator. It is also clearly stated in the "Guidelines for the Learning and Development of Children 3-6 Years Old" that respect for individual differences in early childhood development [3]. However, at present, when teaching activities in China, preschool teachers almost do not take into account the individual differences of young children, and when designing teaching plans, they are almost only generally designed according to the characteristics of kindergarten, middle class or small class children, and do not design activities according to the actual situation of young children. As a result, the activity programmes of early childhood teachers are almost "overlapping". When designing teaching activities, teachers should truly respect the subjectivity of young children, take the needs and interests of young children as the criterion, understand young children, highlight the main position of young children, and design teaching activities suitable for young children.

4.2.2. Expand the Activity Space for Young Children

The behavior curriculum is based on the natural environment and is designed according to the natural and social life of young children. However, in current kindergartens, most of the activities are carried out in the activity room, and young children lack contact with society and nature. Therefore, on the one hand, kindergartens should provide young children with activities to contact nature, and infiltrate "nature education" in activities. On the other hand, children should be provided with the opportunity to participate in social life, so that children can contact life, understand the actual appearance of life, and cultivate children's feelings of love for life. The life experience of young children is the material of early childhood education, so the kindergarten curriculum should be based on the child's life and make the child's life and education linked.

4.2.3. Explore the Children's Curriculum Suitable for China's National Conditions

The real localization of the kindergarten curriculum is based on the national conditions of the country, according to the actual situation of the country, through practical exploration, the ancient and modern Chinese and foreign kindergarten curriculum theoretical achievements are screened, and the kindergarten curriculum theory that is truly suitable for Chinese children and has its own national characteristics is formed. Therefore, when we reform the kindergarten curriculum, on the one hand, we should inherit the excellent results of inquiry on the early childhood curriculum in China's traditional culture, and on the other hand, we should also select the "foreign" early childhood education curriculum theory that is in line with China's early childhood development according to the national conditions. We cannot directly use the foreign preschool curriculum model directly for kindergarten education in China, and we must deeply analyze and reconstruct it.

4.3. The Enlightenment of Early Childhood Teacher Education to the Training of Preschool Teachers

4.3.1. The Scope of Internship for Teacher Training Students Should be Expanded

Zhang Xuemen believes that the internship of teacher training students should involve all aspects of the kindergarten, including the internal environment of the kindergarten and the external environment of the kindergarten. The internal environment includes the environment creation, management, education and teaching of kindergartens, etc., while education and teaching include knowledge and skills, emotional attitudes, hands-on operations, etc. The outer environment of the kindergarten includes the family and the community. The place of internship for teacher training students should not only be set up in the internal environment of the kindergarten, but also take into account the external environment. On the one hand, it is necessary to strengthen the contact between teacher training students and the families of young children, and listen to the voices of parents from the perspective of "home co-education". On the other hand, it is necessary to observe the surrounding communities and related institutions of the kindergarten to understand the cultural background and social resources of the place where the kindergarten is located.

4.3.2. Pay Attention to the Connection between Young and Young

Zhang Xuemen's internship idea for early childhood teacher training students is called "systematic and organized internship". He divided the internship into two parts: kindergarten internship and primary school internship, "so that the kindergarten teachers and students have an understanding of both ends of the kindergarten and know how to make the various stages of education interconnected" [4]. On April 9, 2021, the Ministry of Education issued the "Guiding Opinions of the Ministry of Education on Vigorously Promoting the Scientific Convergence of Kindergartens and Primary Schools",

which also clearly pointed out the problem of scientific convergence. At present, the early childhood teacher training intern has not entered the gate of the primary school, and does not know the characteristics and teaching arrangements of the students in the lower part of the primary school, so the teaching of the kindergarten has "blindness", which has caused the problem of primary school tendency. Teacher training students enter primary school internships to understand the knowledge and abilities that children should have when entering primary school, which is conducive to targeted education for young children, providing corresponding experience for young children, and preparing children for entering primary school.

4.3.3. Pay Attention to the Continuing Education of Preschool Teachers

Zhang Xuemen believes that preschool teachers should self-review, self-plan and self-action in their work, which is a learning process and must live until they are old. Sukhomlinsky also said that there can be no real education without self-education.[5] Although preschool teachers also study in some education colleges or continuing education colleges after taking office, most of these continuing education courses are aimed at obtaining diplomas or obtaining continuing education hours, and the training organized by these colleges is mostly concentrated short-term training, lacking pertinence, effectiveness, systematic, single form of training, staying in the mechanical teaching of theoretical knowledge, and lack of targeted practical guidance for early childhood education. At the school level, according to the actual situation and needs of each teacher, experts should be hired to guide the school, and teachers should actively carry out self-evaluation and mutual evaluation teaching reflection activities to promote the professional quality of in-service teachers. For individuals, teachers should constantly reflect on themselves and constantly improve themselves in the teaching process.

5. Conclusions

Zhang Xuemen's children's ideas are extremely rich, and it is necessary to feel the connotation and meaning of his educational ideas from a macroscopic point of view, and understand the internal relationship of his early childhood education from a microscopic point of view. Through practice and understanding, it is used to guide the implementation of the current kindergarten teaching activities, so as to better guide the healthy growth of children.

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