

Research on the Implementation of Kindergarten Curriculum Design Model

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Abstract: Kindergarten curriculum design is a crucial part in the field of early childhood education. By analyzing the key elements and existing problems of kindergarten curriculum design, this paper aims to propose a comprehensive curriculum design model to optimize the effect of kindergarten education. First of all, this study summarizes the background and importance of kindergarten education, and clarifies the importance of curriculum design to children's learning experience and development. Then, by combing the relevant literature and field research, this paper reveals the problems and challenges in the current kindergarten curriculum design. On this basis, this paper proposes a curriculum design model based on children's development theory and teaching methods, and elaborates the construction process of the model. Finally, through empirical research, this study verifies the effectiveness of the curriculum design model, and summarizes the positive impact of curriculum design on children's development. The significance of this study is to provide a scientific and practical curriculum design guidance for kindergarten teachers and educational institutions, and to provide strong support for the improvement of kindergarten education quality.

Keywords: Kindergarten education; curriculum design model; child development; teaching methods; quality of education

1. Introduction

Kindergarten curriculum design plays a vital role in the field of early childhood education. Early childhood is a critical period for children's physical and mental development. Providing good kindergarten education has an important impact on their all-round development. As one of the core of kindergarten education, kindergarten curriculum design is directly related to the improvement of kindergarten education quality and the improvement of children's learning experience. Therefore, it is of great significance to study the key elements and existing problems of kindergarten curriculum design and explore a comprehensive curriculum design model to improve the effect of kindergarten education.^[1]

The core issue of this study is how to optimize the curriculum design of kindergarten education. In kindergarten education, there are some problems and challenges in the traditional curriculum design method. It is necessary to find a new curriculum design model to better meet the learning needs and development characteristics of children. Therefore, this study aims to propose a new curriculum design model based on children's development theory and teaching methods to optimize the effectiveness of kindergarten education.

This study makes an in-depth analysis of the key elements and existing problems of kindergarten curriculum design, and proposes a comprehensive curriculum design model based on children's development theory and teaching methods. The model fully considers the learning needs and development characteristics of children, and can provide more scientific and practical curriculum design guidance. It provides a scientific and practical curriculum design model for kindergarten teachers and educational institutions. In addition, the empirical results of this study prove the effectiveness of the curriculum design model and summarize the positive impact of curriculum design on children's development. The contribution of this study is to provide strong support for the improvement of the quality of kindergarten education, and also provide new ideas and methods for the theoretical and practical problems in the field of cultural education.

To sum up, the purpose of this study is to explore the optimization of kindergarten education curriculum design, to provide scientific and practical curriculum design guidance for kindergarten

teachers and educational institutions, in order to promote the all-round development of children. By analyzing the key elements and existing problems of kindergarten curriculum design, and proposing a curriculum design model based on children's development theory and teaching methods, this study has certain contributions and innovative significance to the field of kindergarten education.

2. Demands and challenges of early childhood education

2.1. The current situation and problems of early childhood education

In the current field of early childhood education, kindergarten curriculum design is facing some current situations and problems. As one of the important stages of children's development, early childhood education has an important impact on children's learning experience and comprehensive literacy. However, there are some challenges in the current kindergarten curriculum design.

First of all, the current kindergarten curriculum design has the problem of single content. Some kindergartens pay too much attention to knowledge transfer in curriculum design, ignoring the overall development needs of children. This leads to children's lack of exploration and creativity in the learning process, which is not conducive to the cultivation of children's comprehensive literacy and creativity.

Secondly, there is a lack of personalization in kindergarten curriculum design. The large class size, limited educational resources and other factors limit the personalized development of kindergarten curriculum design. In this case, kindergartens often adopt a unified curriculum arrangement, ignoring the individual differences and personality development needs of each child. Such problems will affect children's learning motivation and learning effect.

In addition, there are still issues with teacher training and professional development in the current curriculum design of kindergartens. Kindergarten teachers play a crucial role in kindergarten curriculum design, but currently, the training mechanism for kindergarten teachers is not sound, and there are differences in teachers' professional qualities and teaching abilities. This leads to a lack of systematic theoretical support and practical guidance for some kindergarten teachers in curriculum design, limiting their innovative ability and quality in curriculum design.

In addition, the current curriculum design of kindergartens still faces the problem of lacking an evaluation system. Kindergarten curriculum design should focus on the evaluation and improvement of children's comprehensive abilities, but the existing evaluation system mainly focuses on exam scores, neglecting the evaluation of children's comprehensive literacy and learning process. This has led to some curriculum designs only emphasizing the knowledge acquisition of young children, neglecting their emotional development and social interaction abilities.

In summary, there are current situations and problems in kindergarten curriculum design in early childhood education. These issues mainly include single content, lack of personalization, teacher training and professional development issues, and the lack of evaluation systems. To solve these problems, it is necessary to strengthen research on kindergarten curriculum design, propose scientific and effective curriculum design models and methods, attach importance to the comprehensive development needs of young children, and provide strong support for the optimization and improvement of kindergarten education. At the same time, it is necessary to improve the teacher training mechanism, enhance the professional literacy and teaching ability of kindergarten teachers, and establish a scientific and comprehensive evaluation system for children's comprehensive abilities to promote innovation and quality improvement in kindergarten curriculum design^[2]

2.2. The importance and challenges of kindergarten curriculum design

As a key link in the field of early childhood education, the importance of kindergarten curriculum design cannot be ignored. The particularity of kindergarten education determines the important role of curriculum design in the learning experience and development of young children. The learning and growth of young children require educational content and methods that are suitable for their developmental characteristics, and kindergarten curriculum design exists to meet this demand.^[3]

Firstly, kindergarten curriculum design has a direct impact on the learning experience and development of young children. Young children are in a stage of rapid physical and mental development, and their learning and growth require professional guidance and support. Appropriate

curriculum design can not only stimulate young children's interest in learning, improve their learning enthusiasm, but also promote their comprehensive personality development. Kindergarten curriculum design is not only about imparting various knowledge, but also about paying attention to the interests, strengths, and individual differences of young children, providing diverse learning opportunities to promote their comprehensive development.

Secondly, kindergarten curriculum design faces some important challenges. Firstly, the differences in children's cognition, language, emotions, and other aspects require personalized curriculum design based on the needs and characteristics of different children. Secondly, teachers need to face multiple factors such as the developmental needs of young children, family background, and social environment in the course design process. They need to possess professional educational knowledge and abilities in order to carry out effective course design. In addition, the curriculum design of kindergartens also needs to balance policy orientation with practical needs, that is, to consider the expectations of society for early childhood education while also paying attention to the growth needs of young children.

In response to the above importance and challenges, this article proposes a curriculum design model based on child development theory and teaching methods, aiming to provide scientific and practical curriculum design guidance for kindergarten teachers and educational institutions to optimize the effectiveness of kindergarten education. This article will reveal the problems and challenges in the current curriculum design of kindergartens through analysis of relevant literature and on-site research, providing reference for further proposing new curriculum design concepts. At the same time, this article will elaborate on the construction process of the curriculum design model and verify its effectiveness through empirical research, in order to summarize the positive impact of curriculum design on the development of young children.

In practical applications, kindergarten teachers and educational institutions can adjust and optimize the curriculum design model proposed in this article according to specific situations. Through reasonable curriculum design, kindergarten education can better meet the learning needs of young children, promote their individual development and comprehensive growth. This is not only of great significance for improving the quality of kindergarten education, but also helps to cultivate more outstanding talents who can adapt to social needs.

In summary, the importance and challenges of kindergarten curriculum design cannot be ignored. Through the research in this article, we can better understand the important role of curriculum design in kindergarten education, and propose a curriculum design model based on child development theory and teaching methods to support the improvement of kindergarten education quality. This study provides a scientific and practical course design guide for kindergarten teachers and educational institutions, which helps to meet the learning needs of young children and promote their comprehensive development.

2.3. Existing Kindergarten Curriculum Design Methods and Their Limitations

Kindergarten curriculum design is the most important aspect in the field of early childhood education. In order to better understand the current situation and problems of kindergarten curriculum design, this article delves into the existing methods and limitations of kindergarten curriculum design.

In the field of kindergarten curriculum design, many methods and models have been proposed and applied. Among them, the most widely used method is the traditional teacher centered teaching model. This model is mainly led by teachers, emphasizing knowledge transmission and expression, and young children play the role of passive receivers in the classroom. Although traditional teaching models have certain feasibility and stability, they overlook the subjectivity and individual differences of young children, making it difficult to maximize teaching effectiveness.

In addition, there are some curriculum design methods based on curriculum standards, such as national and local kindergarten curriculum standards. These standards clarify and standardize the goals, content, and evaluation indicators of early childhood education. However, this method also has some problems. Firstly, due to the lack of specific research support and practical experience in the formulation of standards, the implementation of standards often lacks flexibility and innovation. Secondly, the formulation of standards can easily lead to rigid teaching models, which limit the learning and development of young children.

In addition, some researchers have attempted to use project-based learning, exploratory learning, and game based kindergarten curriculum design methods. These methods emphasize the active

participation and exploratory learning of young children, guiding their learning and development through practical problems and situations. However, the problem with these methods lies in their lack of systematicity and continuity, which can easily overlook the learning of basic knowledge and skills and only focus on interest and exploration of the learning topic.

In addition, although some researchers have proposed theoretical models for kindergarten curriculum design, such as curriculum design frameworks based on child development theory and teaching methods, the practical application of these theoretical models is relatively limited, and they still face some problems and challenges in practical teaching. For example, teachers may encounter adaptability issues when implementing these models, making it difficult to flexibly translate theories into specific teaching behaviors. In addition, the background knowledge and professional abilities of teachers can also have an impact on the effectiveness of these models.

In summary, existing kindergarten curriculum design methods have certain limitations. The traditional teaching model neglects the subjectivity and individual differences of young children, the process of formulating kindergarten curriculum standards lacks flexibility and innovation, the methods based on project-based learning and exploratory learning lack continuity and systematicity, and the application of the theoretical models in practice has adaptability and teacher ability issues. Therefore, it is necessary to further research and propose a comprehensive kindergarten curriculum design model to address these issues and challenges, and improve the quality and effectiveness of kindergarten curriculum design.

3. Proposal of New Concepts for Kindergarten Curriculum Design

3.1. Curriculum Design Method Based on Learner Needs

Kindergarten curriculum design is a crucial aspect in the field of early childhood education. In order to optimize the effectiveness of kindergarten education, this study proposes a curriculum design method based on learner needs. This method aims to provide a scientific and practical course design guidance that fully meets the learning needs of kindergarten students and promotes the development of young children.

This study believes that learner needs are the core of curriculum design and should be learner centered, focusing on young children's interests, abilities, and learning styles. In kindergarten education, it is particularly important to consider the needs of learners, as young children are in a stage of development and exploration, and their learning needs vary. Therefore, curriculum design methods based on learner needs are an effective way to achieve personalized education.

The course design method based on learner needs includes the following steps:

(1) Understanding the needs of learners: Firstly, teachers need to fully understand the interests, backgrounds, and learning characteristics of young children. Teachers can obtain information on the needs of young children through observation, communication, and evaluation.

(2) Determine learning objectives: After understanding the needs of young children, teachers need to develop corresponding learning objectives based on their developmental stage and ability level. The learning objectives should be specific, clear, and in line with the interests and learning needs of young children.

(3) Choose teaching content: Based on learning objectives and the needs of young children, teachers need to choose suitable teaching content. The teaching content can include course content, textbooks, teaching aids, and activities. When selecting teaching content, teachers should pay attention to meeting the cognitive level and interest points of young children, in order to improve their learning motivation and participation.

(4) Design teaching activities: The curriculum design method based on learners' needs emphasizes meeting the learning needs of young children through various teaching activities. Teachers can design a variety of activities, including games, observation, practice, and performance. Through various activities, young children can actively participate, explore, and achieve comprehensive development of knowledge and skills.

(5) Evaluation of learning effectiveness: During the teaching process, teachers need to continuously evaluate the learning effectiveness in order to adjust teaching strategies and methods in a timely manner. Evaluation can be conducted through observation, recording, and testing to understand young children's

learning outcomes and problems, and further optimize course design.

The curriculum design method based on learner needs has the following advantages:

Firstly, this method can effectively meet the learning needs of young children, fully paying attention to the development and potential of each child. Through personalized curriculum design, young children can achieve self-development in a positive and enjoyable learning environment.

Secondly, curriculum design methods based on learner needs can enhance young children's learning motivation and interest. Curriculum design based on the needs and interests of young children can stimulate their enthusiasm for learning and enhance their enthusiasm and initiative in learning.

Finally, adopting a curriculum design method based on learner needs can improve the learning effectiveness of young children. Because the teaching content and activities match the needs of young children, they can better understand and master knowledge, thereby achieving comprehensive development.

In summary, curriculum design methods based on learner needs play an important role in kindergarten curriculum design. This method focuses on the needs of young children and emphasizes personalized education to promote their development. By understanding learners' needs, determining learning objectives, selecting teaching content, designing teaching activities, and evaluating learning outcomes, teachers can more effectively achieve the goals of kindergarten curriculum design.

3.2. Curriculum design concept that fully considers age characteristics

The kindergarten stage is a critical period for children's growth and development, therefore, designing courses that are suitable for the characteristics of young children is crucial. This section will introduce a curriculum design concept that fully considers age characteristics, aiming to provide a scientific and practical guidance to optimize the effectiveness of kindergarten education.

Kindergarten curriculum design should fully consider the life cycle and target development stages of young children. According to the theory of child development, young children are in a stage of rapid development in various aspects such as body, psychology, intelligence, and language. Therefore, kindergarten education should be based on this and meet the needs of young children at different stages through curriculum design.

Firstly, curriculum design should pay attention to the physical characteristics of young children. In kindergarten education, it is crucial to promote the physical development of young children through sports and health activities. Based on the age characteristics of young children, designing sports and gaming activities that are suitable for them can help them develop good motor skills, coordination skills, and physical awareness.

Secondly, curriculum design should focus on the psychological characteristics of young children. Children in the early childhood stage are in the stage of exploring the world and establishing self-awareness. Therefore, curriculum design should provide rich experiences and exploration opportunities to stimulate children's curiosity and thirst for knowledge. By introducing activities with emotional value, such as storytelling, role-playing, and artistic creation, young children can develop confidence and emotional expression abilities, promoting their psychological growth.

In addition, curriculum design should also focus on the intellectual development characteristics of young children. Early childhood is the most rapid stage of brain development in children, as they possess strong learning and memory abilities. Therefore, curriculum design should stimulate young children's thinking and problem-solving abilities by creating a rich learning environment and providing challenging learning tasks. For example, through gamified learning activities and heuristic teaching methods, children's exploratory spirit and creativity can be cultivated.

Finally, curriculum design needs to focus on the language development characteristics of young children. The kindergarten stage is a critical period for children's language acquisition, and curriculum design should provide a rich language environment and effective language teaching methods. By encouraging young children to participate in collective games and group activities, providing language teaching with real-life situations and meaning reconstruction, it can promote the development of children's language communication and expression abilities.

In summary, the curriculum design concept that fully considers age characteristics is the key to optimizing the effectiveness of kindergarten education. By emphasizing physical, psychological,

intellectual, and linguistic characteristics, designing courses that match the developmental needs of young children can help them achieve comprehensive growth and development. This concept has important guiding significance for kindergarten teachers and educational institutions, as it can help them design more scientific and practical courses and improve the quality of kindergarten education.

4. Empirical research: The application of new concepts in kindergarten curriculum design

4.1. Case Study: Implementation Process and Feedback of New Concept Curriculum Design

4.1.1. Case selection and design

This study selected a representative kindergarten from multiple kindergartens as the research object to ensure the diversity and representativeness of the cases. After selecting the case, the researcher had in-depth communication with kindergarten teachers and managers to understand their needs and expectations for the new concept curriculum design. Through collaboration with teachers and managers, researchers have been able to gain a deeper understanding of the education system and operational mechanisms within kindergartens, providing important references for subsequent curriculum design and implementation.

4.1.2. Implementation process of course design

This study adopted a systematic approach in the process of participating in kindergarten curriculum design to ensure the scientific and systematic nature of curriculum design. Firstly, the researchers conducted a comprehensive analysis and evaluation of the curriculum content of kindergartens to identify the problems and deficiencies in existing curriculum design. Based on the accurate positioning of the problem, researchers have proposed a new curriculum design model aimed at solving problems in existing curriculum design and improving educational effectiveness.

During the implementation process, researchers collaborated closely with kindergarten teachers. Researchers, from the perspective of teachers, fully consider their actual needs and teaching experience, and work with them to adjust and improve the curriculum design plan. By making appropriate adjustments and optimizations based on child development theories and teaching methods, we ensure that the implementation process of the new curriculum design conforms to the scientific and operational nature of education.

4.1.3. Feedback on the implementation process

In the implementation process of the new curriculum design, feedback from students, teachers, and parents is considered an important measurement indicator. This study collected feedback from kindergarten teachers and parents on the new curriculum design through various methods, including face-to-face interviews, questionnaire surveys, and observation records. By analyzing and organizing these feedback opinions, researchers can comprehensively evaluate the implementation effect of the new curriculum design and make necessary adjustments and improvements.

The results showed that most teachers and parents gave positive feedback on the new curriculum design. They believe that the new curriculum design clarifies the curriculum objectives and content, increases the scientific and systematic nature of teaching, and enhances the learning experience and interest of young children. At the same time, they also raised some issues and suggestions, such as the need for teacher training and the refinement of course content, providing useful guidance for further optimizing course design.

4.1.4. Summary and Reflection on the Implementation Process

Through case studies, this study verifies the effectiveness of the new concept curriculum design and summarizes the positive impact of curriculum design on the development of young children. At the same time, some problems and challenges have also been identified, such as insufficient teacher training and support, refinement and improvement of course content, etc. Based on these findings, researchers have summarized and reflected on course design, and proposed further improvements and development directions.

In summary, through case studies, this article provides a detailed analysis and description of the implementation process and feedback of the new concept curriculum design. Researchers work closely with kindergarten teachers to ensure the scientific and effective design of the curriculum through in-depth research and on-site observation. The experimental results show that the new curriculum

design has a positive impact on the learning experience and development of young children. However, we have also identified some issues and challenges that require further improvement and refinement. Through summary and reflection, this article proposes some suggestions and reflections on the implementation process of the new concept of kindergarten curriculum design, providing beneficial insights for improving the quality of kindergarten education.

4.2. Comparative Analysis: Comparison of the Effects of New Concepts and Traditional Design Methods

In kindergarten curriculum design, traditional design methods have been widely applied, but there are also some limitations. This section compares and analyzes the new concepts with traditional design methods, and explores their effectiveness in kindergarten curriculum design.

Firstly, traditional design methods often focus on imparting knowledge, emphasizing the results of course content while neglecting the learning experience of young children. In the classroom, teachers lead, while children passively accept, lacking active participation and emotional experience. On the contrary, the new concept focuses on the needs and interests of learners, pays attention to the individual differences of young children, and improves learning effectiveness by stimulating their initiative and enthusiasm. The new concept curriculum design encourages young children to explore independently and engage in interactive cooperation, with a focus on cultivating their comprehensive abilities.

Secondly, in terms of curriculum design concepts, traditional design methods emphasize teacher centeredness and focus on imparting teaching materials and content. Teachers play a leading and controlling role in the classroom, and young children receive education in a relatively passive state. The new concept places more emphasis on the dominant position of young children, emphasizing interaction and cooperation between teachers and young children. Under the new concept, teachers pay more attention to the initiative and participation of young children in the classroom and learning process, and encourage them to think and solve problems through situational creation and problem posing.

Once again, traditional design methods often follow the order of the textbook in arranging course content, lacking individualized attention and making it difficult to meet the developmental needs of young children. The new concept places more emphasis on the differentiation and personalization of curriculum content, and makes reasonable arrangements based on the age characteristics and development level of young children. By utilizing different teaching strategies, tools, and resources, we aim to meet the diverse needs of young children and enable them to fully develop their potential during the learning process.

Finally, traditional design methods focus on classroom teaching and overlook the principle of combining education with pleasure. The new concept advocates the comprehensiveness of curriculum design, emphasizing the creation of learning contexts through various methods and scenarios, enabling young children to learn in a joyful atmosphere. Under the new concept, activities such as games and role-playing have been widely applied, enabling young children to learn in games and enhancing their enthusiasm for learning.

In summary, in kindergarten curriculum design, the new concept places more emphasis on the learning experience and subject status of young children compared to traditional design methods, pays more attention to individual differences and development needs of young children, emphasizes more on the differentiation and personalization of curriculum content, and the principle of entertaining education. Therefore, compared to traditional design methods, the new concept of curriculum design can better promote the learning and development of young children and improve the effectiveness of kindergarten education. This study aims to verify the effectiveness of the new concept through comparative analysis and provide scientific and practical guidance for kindergarten curriculum design, in order to promote the improvement of kindergarten education quality.^[4]

5. Conclusions

This study conducted a series of studies in the field of kindergarten curriculum design, aiming to propose a comprehensive curriculum design model based on child development theory and teaching methods, and verify its effectiveness in kindergarten education. By summarizing the background and importance of kindergarten education, this civilization confirms the importance of curriculum design for young children's learning experience and development. By reviewing relevant literature and

conducting field research, this article reveals the problems and challenges in the current curriculum design of kindergartens. On this basis, this article proposes a new curriculum design concept, which is a curriculum design method based on learners' needs and fully considering age characteristics.

In empirical research, this study conducted a case study on the design of new concept courses and conducted a comparative analysis with traditional design methods. The research results indicate that the new concept curriculum design can better meet the learning needs of young children, improve their learning effectiveness and development level. This research finding has important guiding significance for kindergarten teachers and educational institutions, providing them with a scientific and practical curriculum design method.

However, there are also some shortcomings in this study. Firstly, due to time and resource constraints, the number of research samples and cases is limited and may not be representative. Secondly, this study focuses on a specific educational background, and may have limited applicability to early childhood education from other backgrounds. Therefore, future research can expand the sample range, add more case studies, and consider design methods in different contexts.

In terms of practical suggestions, this study suggests that kindergarten teachers and educational institutions should fully consider the learning needs and development characteristics of young children in curriculum design, adopt diverse teaching methods and evaluation methods, and promote active learning and comprehensive ability development of young children. In addition, this study also reminds educational decision-makers to strengthen the formulation of kindergarten education policies, provide better support and resources, and provide strong support for the improvement of kindergarten education quality.

In summary, this study proposes a comprehensive curriculum design model aimed at optimizing the effectiveness of kindergarten education. Through in-depth analysis of key elements and existing issues in kindergarten curriculum design, this study proposes a new concept based on child development theory and teaching methods, and verifies its effectiveness through empirical research. This study provides a scientific and practical course design guidance for kindergarten teachers and educational institutions, providing strong support for improving the quality of kindergarten education. Future research can further expand the sample range and research background, as well as explore the applicability of curriculum design in different educational backgrounds, providing more theoretical and practical support for the sustainable development of kindergarten education.

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