

# The Integration of Teachers' View of Curriculum and the Response Strategy of Teacher Cultivation System in the Link Between Preschool and Primary School

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**Abstract:** Teachers are the main subject curriculum development, and the view of kindergarten teachers is the basis of kindergarten curriculum cohesion. However, there are still many ambiguities in the view of kindergarten teachers and primary school teachers in China, which need to be connected and integrated. As a teacher training system for kindergarten and primary school teachers, colleges and universities should adjust the existing teacher training system and cooperate with many parties to train teachers with the concept of integration and cohesion curriculum.

**Keywords:** The link between preschool and primary; Teacher curriculum view; Teacher cultivation

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## 1. Basic concepts

Teachers' view of curriculum contains a series of basic concepts about curriculum phenomena and curriculum activities, which is an important concept for understanding teachers' educational behavior and curriculum practice. Learning from the useful experience of other countries, such as Finland's national core curriculum plan with preschool two-way integration as the main guiding principle, while Japan has gradually formed the concept of fostering continuous learning ability, focusing on the integration of preschool and primary school curriculum. The integration of preschool and primary school curriculum in China should also be based on the orderly integration of educational concepts, training objectives, curriculum plans, teaching implementation and other aspects, and the integration of kindergarten and primary school teachers' curriculum concepts is the basis of curriculum integration. The teacher training system in colleges and universities is duty-bound, so it is necessary to adjust the direction actively and reconstruct the training program of kindergarten and primary teachers.

## 2. Integration of kindergarten teachers' curriculum view

In history, teachers' views on curriculum have undergone many changes. According to Su Qiang (2016), six typical views on teacher curriculum have been proposed, namely, academic rationalism, technical rationalism, humanism, social responsibility, eclecticism and ecological integrationism. Teachers in the new era can compare, identify and integrate these views on curriculum.

### 2.1 Integration of teachers' curriculum goals

First of all, the curriculum goal view needs to answer the specific content of the beneficiaries and benefits of the course. For example, academic rationalism and Technological rationalism tend to benefit society through children's learning of knowledge and

thinking skills, and eclecticism is a balanced application of humanism and pragmatism, focusing on both human goals and realistic goals. Humanism emphasizes that children are the beneficiaries of the curriculum, and the curriculum should make children have a happier and more meaningful life. The curriculum view of social responsibility believes that the beneficiaries are mainly society, and children should help solve social problems. The ecosystem theory considers the balance of interests between individuals, society and the environment. To sum up, the various curriculum views from the social and personal aspects or choose one or the other, or take the balance from a single knowledge, from the development of one ability to expand to the development of comprehensive ability. Therefore, at present, the curriculum goals of preschool teachers need to pay attention to nature, society and individuals at the same time, and integrate various knowledge, ability and emotional elements. Among them, kindergarten teachers still need to in-depth ability goals, while primary school teachers should pay attention to the setting of emotional goals to help children pay attention to nature and society.

## **2.2 Integration of kindergarten teachers' view of curriculum content**

The view of curriculum content is to answer what kind of content is used to achieve the objectives of the course. Academic rationalism focuses on systematic knowledge; Technological rationalism focuses on that More thinking tasks; The humanistic learning content is determined according to the child and the situation; Social responsibility-oriented thinking of social knowledge and social problem solving ability; Eclecticism holds that research-based learning decision-making ability is very important; Ecological integrationism is based on subject knowledge and problem solving ability. Historically, the change of learning content is constantly changing according to the development of The Times, the prominence of social problems or personal problems. At present, kindergarten teachers should help children pay attention to personal development and social problems, and integrate the accumulation of knowledge and the development of ability in the process of learning. Among them, kindergarten teachers should provide more experience of perception and representation for primary school knowledge learning, and primary schools should let children pay more attention to nature and society.

## **2.3 Integration of teachers' view of curriculum implementation**

The view of curriculum implementation answers the question of how to achieve the objectives of the curriculum. Academic rationalism mainly adopts the way of explanation; Technological rationalism mainly adopts educational technology and heuristic learning; Humanism emphasizes the method that teachers and students develop activities together; The social responsibility orientation uses the problem solving teaching method to analyze, investigate and evaluate the existing social problems; Eclecticism mainly adopts research-based teaching, while the ecological orientation teaches the basic knowledge of the subject, but also focuses on arranging activities that combine individual and group goals. From the above forms, there are various methods of curriculum implementation, and these methods can be used according to the specific teaching situation. At the same time, the method of inquiry can also be used to let children understand the causes of social problems and adopt the way of problem solving to analyze the solution of social problems. Among them, kindergarten teachers should appropriately adopt the way of explanation, inspiration and inquiry to carry out deep representation learning, while primary school teachers should adopt more inquiry and problem solving learning methods.

## **2.4 Integration of teachers' curriculum evaluation view**

The view of curriculum evaluation answers the question of how to evaluate curriculum objectives, curriculum content and curriculum implementation. Academic rationalism mainly tests students' knowledge mastery. Academic rationalism tests students' thinking ability; Humanism pays more attention to children's self-concept and emotional state in the learning process; Social responsibility orientation mainly evaluates whether children can correctly analyze and solve social problems; Eclecticism focuses on children's situational decision-making ability; Ecology focuses on the ability to deal with relationships. Some of the above evaluation methods pay more attention to the outcome evaluation, some pay more attention to the process evaluation, and some consider both. Teachers can get inspiration from this and choose their own appropriate evaluation methods. Kindergarten teachers should be more scientific in curriculum evaluation, while primary school teachers should pay more attention to process evaluation.

# **3. Countermeasures of higher teacher training system**

## **3.1 Include the bridging goal of preschool education and pay attention to the concept of lifelong education**

As a training system for preschool teachers and primary school teachers, normal colleges and universities cultivate students who will work for children in the future. Children's growth is not a patchwork of fragments, but an organic integration, so teacher education should also run through the concept of lifelong education. The lifelong education is carried out in the training of kindergarten and

primary school teachers, and the similarities and particularities of the two stages are studied. The teacher training system at all stages should conduct research from the perspective of lifelong education, strengthen dialogue, hold academic conferences together, learn from the experience of various countries, and jointly discuss the problem of teacher training and training in the connection between kindergarten and primary school from the perspective of teacher curriculum concepts, so as to re-adjust the concept of teacher training in colleges and universities.

### **3.2 Change the strictly segmented cultivation method to create an interoperable curriculum cultivation mode**

While it is true that segmented training helps to develop teachers who are adapted to different sections of pedagogy, the individual stages of learning should not operate in isolation, but in dialogue. To create a shared curriculum cultivation model, strengthen the design of common education programs for kindergarten and primary school teachers, such as adding more general and humanities courses, to help students understand the lifelong growth of people rather than just understanding the characteristics of children at a certain stage. Students at all training stages should participate in some activities to promote the symbiotic development of the two majors.

### **3.3 Multi-party cooperation to jointly construct teacher training programs**

Colleges and universities cooperate with primary schools and kindergartens to jointly train teachers in kindergartens and primary schools, and cooperate deeply with kindergartens and primary schools in an all-round way from the formulation of training objectives, the design of teaching programs and the evaluation of students' studies. Kindergarten and primary school teachers can be invited to colleges and universities to jointly develop training programs and participate in the process of teacher training and cultivation on both sides. At the same time, it is necessary to win the cooperation of relevant social departments and individuals, so that the curriculum concept of connecting children and children can be deeply involved in teacher training, so as to create a more mature teacher training program.

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