

Analysis on the reform direction of international early childhood education from the perspective of integration of production and education

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Abstract: The rapid evolution of global economy and science and technology has made the traditional education model face unprecedented challenges, especially the early childhood education, which is a key stage of children's development. The integration of industry and education, as a mode of mutual penetration and collaborative innovation between education and industry, provides a new perspective and practice path for the reform of international early childhood education. This paper aims to explore the reform direction of the international early childhood education major from the perspective of the integration of industry and education, and analyze its significance and influence on the professional development of early childhood education. Through literature review and comparative research methods, this paper deeply analyzes the basic idea of the integration of industry and education, the current situation and challenges of international early childhood education, and the specific measures and programs to realize the integration of early childhood education and industry. The realization of the integration of early childhood education and industry can provide more practical opportunities and platforms for the cultivation of talents in early childhood education, promote the cultivation of practical skills and professional quality of students in early childhood education, and also provide new thinking and possible practical directions for the innovation and development of international early childhood education. The integration of industry and education provides new ideas and possible practical directions for the reform and development of the international early childhood education major, and requires the joint efforts and support of educational institutions, enterprises, governments and all parties in society to promote the effective integration of early childhood education and industry, and provide continuous impetus for the innovation and development of early childhood education.

Key words: Integration of industry and education; International early childhood education; Professional reform

I. Introduction

Under the background of the rapid evolution of global economy and science and technology, the traditional education model has encountered unprecedented challenges, and the gradual innovation of teaching methods, teaching objectives and teaching means has become an unavoidable trend. In particular, early childhood education, as an important educational link in the key stage of children's development, plays an important role in adapting to this change.

At present, the integration of production and education has become an important strategy for national development. The government has issued a series of guiding documents to promote the development of the integration of production and education. A circular issued by the General Office of the National Development and Reform Commission and the General Office of the Ministry of Education on the issuance of the list of enterprises and pilot cities that integrate industry and education aims to promote the deep integration and organic connection of the education chain, talent chain, industrial chain and innovation chain. In addition, enterprises are also actively participating in the practice of the integration of industry and education, and Huawei has established a collaborative education base with a number of universities to promote the development of the integration of industry and education in the digital era.

The traditional professional training mode of early childhood education mainly focuses on the transfer of theoretical knowledge, while the training in practical industrial application is relatively lacking, which limits the cultivation of students' practical ability and innovative thinking to a certain extent. In this context, how to apply the concept and practice of the integration of industry and education to the training of international early childhood education students, so as to better promote the cultivation of students' practical skills and innovative thinking, has become an important issue of education reform at home and abroad. Through the cases of the integration of industry and education at home and abroad, it can be seen that the integration of industry and education not only helps to connect education with the real industry, but also provides more abundant and practical learning experience for international early childhood education students. This provides a new idea and possible practical direction for the reform of international early childhood education.

II. The basic idea of the integration of production and education and its application in the international early childhood education major

Industry-education Integration (IEI), as a mode of mutual penetration and collaborative innovation between Education and Industry, aims to build an education system that can respond to market demand, cultivate practical skills and innovative thinking. This model has gradually become an important direction of global education reform, especially in the field of vocational education and higher education, and has achieved remarkable results.

Germany's "dual system" education model is a classic example of the integration of production and education. It provides students with rich practical opportunities and practical work experience through the organic combination of school education and enterprise practical training, thus promoting the improvement of students' vocational skills and the cultivation of professional quality. On the other hand, the

"apprenticeship" education model in Italy is also a successful case of the integration of industry and education. It emphasizes the learning and practice in the actual working environment to help students better understand and apply professional knowledge, and at the same time cultivate their ability to innovate and solve practical problems.

In the professional field of international early childhood education, the practice of production-education integration is still at an exploratory stage. However, by drawing on the successful experience of other fields, it can be envisaged that the implementation of the integration of industry and education in the professional field of international early childhood education may include the establishment of cooperative relations with enterprises and institutions related to early childhood education, and the joint development of practical and close to the actual needs of the curriculum and projects. For example, through school-enterprise cooperation, students majoring in international early childhood education can be provided with field practice and project research opportunities to promote the cultivation of their practical skills and professional quality.

III. Current situation of International Early Childhood Education

With the advance of globalization and the advent of the era of knowledge economy, the importance of international early childhood education has become increasingly prominent. Governments and educational institutions around the world are seeking innovative education models and methods to cultivate early childhood education talents with international vision, innovative thinking and lifelong learning ability. However, the development of the international early childhood education profession is also facing many challenges and dilemmas, and extensive international cooperation and exchanges are needed to jointly promote the progress and development of the profession.

1. Current situation of international Early Childhood education

The early childhood education major in the world shows diversified characteristics in different countries and regions. In many developed countries, the specialty of early childhood education has become an important part of national policies, and the government has invested a lot of resources to ensure the quality and effectiveness of the specialty. According to data from UNICEF and UNESCO, before the COVID-19 pandemic, the early childhood education and Care (ECCE) enrolment rate for children aged three to primary school entry age reached 79% in high-income countries, while it was only 21% in low-income countries.¹ This disparity reflects the uneven investment and development of the early childhood education profession in different countries and regions.

2. Challenges of the international Early Childhood education profession

One of the major challenges facing the international Early Childhood education profession is how to improve the quality and effectiveness of education. With the rapid development of the global economy and society, the needs and expectations of early childhood education are constantly rising. However, the development of international early childhood education is faced with problems such as insufficient resource input, uneven education quality and uneven education opportunities. The study by the National Center for Education and Economic Research found that the United States needs to rethink its approach to early childhood education and care (ECEC) in light of the experiences of high-performing countries, in order to develop a high-quality, equitable, sustainable and efficient early childhood education professional system.

IV. Path analysis of integration of industry and education in the international Early childhood education profession

To realize the integration of preschool education specialty and industry is an important way to promote the modernization and internationalization of preschool education. Through the integration of industry and education, it can better train talents in early childhood education, meet the needs of social and industrial development, and also provide new possibilities for the innovation and development of early childhood education. The following points are the main measures and programs to realize the integration of early childhood education specialty and industry:

1. Establish a cooperation mechanism between industry and education

To realize the integration of preschool education specialty and industry, we must first build an effective cooperation mechanism between industry and education. Educational institutions and industrial enterprises should establish long-term and stable cooperative relations, and jointly explore and design the curriculum system and practical projects of early childhood education. Through cooperation, more opportunities and platforms can be provided for the cultivation and practice of professional talents in early childhood education. In addition, both parties should clarify the goals, responsibilities and rights of cooperation to ensure smooth progress of cooperation. For example, an industry-education cooperation committee can be established, regular industry-education cooperation coordination meetings can be held, and corresponding industry-education cooperation agreements and implementation rules can be formulated.

In practice, there are many ways for educational institutions and enterprises to realize industry-education cooperation. For example, enterprises can provide internship and training bases for educational institutions, while educational institutions can provide technical support and personnel training services for enterprises. In addition, the two sides can also jointly carry out activities such as research, technology development and achievement transformation, so as to promote the in-depth development of the integration of industry and education.

2. Promote practical teaching and field trips

Deepening practical teaching and field trips for international early childhood education majors is an important part of the strategy of integrating industry and education. Through close cooperation with enterprises, we can provide students with rich and diversified

¹ Raikes, A., Rao, N., Yoshikawa, H. et al. Global tracking of access and quality in early childhood care and education. *ICEP* 17, 14 (2023). <https://doi.org/10.1186/s40723-023-00116-5>

opportunities for practical learning and field trips. For example, students can participate in practical projects of enterprises, such as international preschool education curriculum design, teaching practice, etc., as well as visit related production and research and development institutions, so as to enhance their practical ability and vocational skills.

Sanya University, for example, has established a long-term and stable cooperative relationship with its international early childhood education major and affiliated kindergartens. From the first year of enrollment, students have the opportunity to conduct field trips and study to enhance their mastery of international early childhood education expertise. At the same time, through practical teaching and field trips, students can directly contact and understand the cutting-edge concepts and practical operations of early childhood education, laying a solid foundation for their future career development.

In this process, schools should pay attention to the quality monitoring and evaluation of practical teaching and field trips to ensure that students can obtain good learning experience and practical results. At the same time, the content and form of practical teaching and field trips should be continuously optimized through data analysis and feedback mechanisms to better meet the needs of students and society, and promote the continuous improvement and development of the international early childhood education major.

Promoting the further development of the integration of early childhood education profession and industry can provide new impetus and possibility for the innovation and development of early childhood education. Under the background of globalization and informatization, the integration of industry and education is not only the need of professional development of early childhood education, but also the need of social and industrial development. By strengthening the cooperation between industry and education, promoting practical teaching and field visits, innovating educational content and teaching methods, strengthening the construction of teachers, increasing policy support and capital investment, and expanding international exchanges and cooperation, we can provide strong support for the reform and development of the specialty of early childhood education, and lay a solid foundation for training early childhood education talents who can adapt to the 21st century.

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