

Research on Strategies to Enhance Kindergarten Teachers' Ability to Create Garden-Based Programs

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Abstract: The improvement of kindergarten teachers' ability to create garden-based curriculum helps kindergarten's curriculum development, also helps teachers' professionalism sublimation, and helps to promote children's all-round development. This study analyzes the problems of kindergarten teachers' ability to create kindergarten-based curricula, and proposes strategies to promote kindergarten teachers' ability to create kindergarten-based curricula from both teachers' and kindergarten's perspectives: (1) Teachers maintain positive professional sentiments and enhance their autonomy in curriculum participation; (2) Teachers draw on their professional knowledge and abilities to condense their wisdom in curriculum creation; (3) Teachers update their concepts of curriculum and grasp the characteristics of kindergarten curricula; (4) The school establishes a curriculum guarantee mechanism to promote the professional growth of teachers.

Keywords: Kindergarten Teachers, Garden-Based Curriculum, Curriculum Creation, Curriculum Creation Ability.

1. Explanation of the Connotation of Kindergarten Teachers' Ability to Create Garden-Based Programs

Competence is a personality psychological trait, a psychological condition for the successful realization of a certain activity. Competence is expressed in the various activities that a person engages in and is developed in the activities.^[1]

In this study, curriculum creation competence specifically refers to the curriculum creation competence of early childhood teachers. By combing the relevant literature, this study argues that the curriculum creation ability of early childhood teachers in the garden-based curriculum refers to the ability of early childhood teachers to analyze the interests, needs, and developmental levels of children, analyze the current situation of kindergartens, and reflect on their own knowledge, experience, and level of competence in order to create high-quality garden-based curricula through the continuous change of curriculum development, curriculum objectives, curriculum content, curriculum organization and implementation, and curriculum evaluation throughout the entire process of curriculum operation. The qualities necessary for teachers to analyze children's interests, needs and actual developmental level, analyze the current situation of kindergartens and reflect on their own knowledge, experience and level. In practice, this includes the ability to analyze the actual situation of kindergartens, the ability to analyze young children, the ability to determine and design the garden-based curriculum, the ability to implement the garden-based curriculum, and the ability to reflect and criticize.

2. The Problems of Kindergarten Teachers' Ability to Create a Garden-Based Curriculum

2.1. Insufficient Ability to Comprehensively Analyze Kindergartens

To successfully develop a garden-based curriculum,

teachers are required to examine the conditions and starting point of the kindergarten, including the geographical location and natural environment of the kindergarten, the community environment and humanistic environment of the kindergarten, the history of the kindergarten's development, the teacher's strengths, the advantages and shortcomings of the kindergarten's development and so on, and to use this as a basis and starting point. The influential garden-based programs in China are all excellent garden-based programs developed on the basis of the existing conditions of the kindergartens and rooted in the various resources of the region. Thus, if the development of the garden-based curriculum is harmonized with the background of the kindergarten, it will be easy to achieve the desired effect; on the contrary, if the contrast is too great, the uncertainty of the curriculum development will increase, and the difficulty is bound to increase. Therefore, teachers are required to have the ability to analyze the actual conditions of the kindergarten, search for the roots of the kindergarten from the macro, meso and micro perspectives, familiarize themselves with the real ecological environment of the kindergarten, and pay attention to the structure of the kindergarten's leadership team, the level of professionalism of the teachers, the material conditions, the infrastructure, and the level of children's development, and then, adhering to the advanced curriculum concepts and curriculum theories, create a curriculum that is suitable for the actual situation of the kindergarten.

2.2. In-depth Analysis of Young Children's Lack of Competence

For a long time, school curricula in all countries of the world have been influenced by the subject-based and social-based approach. The subject-based curriculum model established in China in the 20th century emphasizes the teacher as the main body and the teacher as the authority of the curriculum. This value orientation is based on "scientism" and "technical rationality". Dewey's view of education is a great leap forward in shifting the center of education from adults to children, and its recognition and affirmation of children is what we advocate in curriculum development and construction. Although the child-centered, child-oriented and

child-subjective view of education is constantly being practiced, there is still a neglect of the child-oriented phenomenon in practice, ignoring children's existing experience, lacking understanding of children's culture and understanding of and concern for children's spiritual world. Teachers should pay attention to children's interests, to their individual differences, and to their overall development. When teachers do pay attention to children's interests and needs, children's unique potential and value will be fully expressed, and children's learning motivation will be stimulated, which will be conducive to the realization of curriculum goals.

2.3. Challenges to the Ability to Generate Curriculum on a Continuous Basis

Doyle, a postmodernist curriculum expert, points out that the curriculum becomes a developmental process in which teachers and students work together to explore new knowledge, and is no longer based on specific knowledge.^[2] The kindergarten garden-based curriculum is a generative curriculum, the development and operation of which reflects the inspiration and creativity of both teachers and children, and the garden-based curriculum is not an overnight success; it requires teachers to continuously generate different curriculum themes. The garden-based curriculum requires the creation of non-preset learning situations, requires teachers and students to participate and construct together, and emphasizes the characteristics of generativity. Teachers should therefore give full play to their creativity and initiative in the process of curriculum development, in which they slowly nourish curriculum content for in-depth exploration, and continue to nurture, enhance, and push forward new ideas. Teachers are constantly observing and developing young children and seizing educational opportunities, thus improving their professional competence. However, for a long time, in teaching practice, teachers have relied heavily on the pre-set curriculum in the provincial textbooks, borrowing teaching cases from the provincial textbooks to a large extent, and often focusing on pre-set plans and goals in their curriculum design, thus neglecting the richness of the teaching context and affecting the teachers' and students' ability to explore new knowledge together.

2.4. Lack of Ability to Utilize Multiple Curriculum Resources

The resources of the garden-based curriculum are the indispensable support and guarantee for the construction of the garden-based curriculum, and play an important role in promoting the upgrading of the garden-based curriculum, the comprehensive development of young children and the professional growth of teachers. The resources developed and utilized in the curriculum are diverse and come from many sources, including in-school resources, out-of-school resources, natural resources, social resources, material resources, non-material resources, invisible resources, visible resources, etc. The resources that can be utilized in the school-based curriculum are diverse and in many forms. Diversified, multi-form resources for teachers to fully tap and utilize a wide space. However, in practice, due to a variety of objective and subjective reasons, the development and utilization of the overall curriculum resources is not high, which not only affects the overall development of young children, but also makes the teachers' ability to utilize the curriculum resources and enhance their professionalism encounter considerable

obstacles.

2.5. Insufficient Critical Spirit and Ability of Reflection

Teaching reflection is an important part of early childhood teachers' professional development and self-growth, which affects the construction and improvement of the garden-based curriculum. Frequent and effective teaching reflection can help teachers find certain problems and adopt appropriate methods to solve them in a targeted manner, thus forming a virtuous circle, thus improving their reflective ability, which will lead to the improvement of their own professional level and the growth of teaching wisdom. Therefore, teachers should have the consciousness of reflection and criticism, clarify the purpose of reflection, summarize the method of reflection, and re-invest the experience of reflection into the construction of garden-based curriculum, so as to improve their ability of reflection and criticism, and improve the quality of garden-based curriculum.

3. Strategies to Enhance Kindergarten Teachers' Ability to Create Garden-Based Curriculums

3.1. Suggestions for Teachers

3.1.1. Teachers Should Maintain Positive Professional Sentiments and Enhance Their Autonomy in Curriculum Participation.

Kindergarten teachers should firstly be able to clarify their own orientation, establish a firm professional will, improve their professional ability, and strengthen the professional role cognition, emotion and behavior of kindergarten teachers.^[3] Secondly, teachers should learn to adjust their inner emotions at the right time to promote the development of psychological health. A realistic and flexible optimistic attitude can promote the emergence of positive results, so teachers should always maintain a positive and optimistic mindset and devote themselves to the creation of the garden-based curriculum. Finally, kindergarten teachers are educating young children, so teachers should find the loveliness of young children and treat them as their own children, recognizing that each child is a unique little angel. If they love young children from the bottom of their hearts, they will naturally identify with this profession and be willing to devote themselves to it.

3.1.2. Teachers Draw on Their Professional Knowledge and Abilities to Crystallize the Wisdom of Curriculum Creation.

On the one hand, teachers should recognize the importance of the concept of lifelong learning, make clear the value of knowledge learning for curriculum creation and their own professionalism, and acquire new knowledge about early childhood development and curriculum improvement in a timely manner, for example, by reading journals and magazines provided by the school, paying more attention to and studying some high-quality curriculum public numbers, and actively participating in lectures given by curriculum experts, etc. On the other hand, teachers should enhance their knowledge learning ability, so that they will be willing to devote themselves to the profession. On the other hand, teachers should enhance the initiative of learning knowledge, consciously and actively absorb new knowledge, and gradually understand and transform new knowledge in the process of applying new knowledge, for example, making

time for learning after work, actively communicating with others, learning from knowledge experience, and actively making learning records or knowledge notes, etc., so as to improve their own knowledge reserve and professionalism, and to lay a theoretical foundation for the smoother creation of the curriculum. Theoretical foundation for smoother course creation.

3.1.3. Teachers Update the Concept of Curriculum and Grasp the Characteristics of Kindergarten Curriculum

Teachers should firstly understand and master the kindergarten syllabus correctly, and they should really have a correct understanding of the curriculum before they can really become practitioners and creators of the curriculum. In the process of converting the cognitive level curriculum into actual teaching, the correct understanding and conversion of the curriculum by the teachers is also a very crucial link. Secondly, the use of flexible instructional design, to maintain a certain tension between presetting and generating, to give more possibilities and space for generative curriculum. [4] Curriculum creation requires teachers to have a rational understanding of the relationship between presupposition and generativity, and to use it as a changing construct to guide classroom behavior. Teachers' teaching shifts from rigid to flexible instructional design, and in the classroom, the original teaching plan is adjusted through teacher-student interactions and classroom emergencies exerting educational resourcefulness, so as to better adapt to the dynamic changes in the kindergarten curriculum and better realize the creation of the garden-based curriculum. Teachers should change their roles to be student-oriented. Teachers should, on the one hand, start from the understanding of children, recognize their learning styles and characteristics. Only by understanding children's cognitive developmental patterns, experiences and preferences can they create a curriculum that can improve children's abilities and promote their cognitive and emotional development. [5] On the other hand, teachers should establish a scientific role consciousness and be truly child-centered in their creative activities. Teachers should be aware of their dominant position, play the role of supporter, guide and observer, and always take into account children's age characteristics and experience level to ensure that children's subjectivity is fully embodied. In addition, teachers need to realize that children can also be creators of the curriculum and allow them to participate in the classroom as well, for example, by stimulating children's imagination, allowing them to continue the story on their own, and carrying out activities freely.

3.2. Suggestions for Kindergartens

3.2.1. Input Mechanism: Increase the Input of Curriculum Resources Such as Human, Financial and Material Resources.

First of all, in terms of human resources, kindergartens should pay attention to the cultivation and introduction of professional teachers, such as hiring curriculum experts to give lectures, hiring excellent principals and teachers to come to give guidance, helping kindergarten teachers to set up correct concepts of curriculum creation and solving the problems encountered in the actual practice of curriculum creation. Secondly, in terms of financial resources, a special fund for curriculum creation can be set up, and a special funding system for kindergarten-based curriculum creation can be established in kindergartens to ensure that there is

sufficient special funding for curriculum creation in order to meet the basic conditions and requirements for curriculum creation. In addition, the special fund for the development of curriculum resources can also be used for the establishment of mechanisms for sharing, developing and rewarding curriculum resources. [6] Finally, in terms of physical resources, kindergartens can create a library of curriculum resources. On the one hand, the paper resources learning package, including curriculum resources development cases, writings, courseware and other curriculum-related materials; on the other hand, the network resources learning package, including the network's curriculum resources database, domestic and foreign curriculum reform related theories as well as literature, but also can include some excellent teachers teaching transcripts, experts, scholars, training lectures transcripts, images and other materials.

3.2.2. Incentive Mechanism: "Reward" and "Constraint" to Promote Together

In order to stimulate early childhood teachers to participate in the creation of garden-based curriculum activities and enhance their ability to create, kindergartens should set up incentive mechanisms for the creation of curriculum to strengthen their creative activities. The incentive mechanism for teachers should include both incentives and constraints. On the one hand, in terms of rewards and rewards, it is extremely effective to take rewards and rewards incentives for teachers who have a strong need for achievement. The starting point of the design of the reward mechanism should meet the different needs of teachers, such as may include ideological incentives, behavioral achievement incentives, participatory incentives, role model incentives and material incentives, etc. For teachers with a strong need for achievement, reward incentives are extremely effective. [7] Teachers who have made outstanding contributions to curriculum creation should be rewarded accordingly, so as to strengthen the enthusiasm of teachers to participate in curriculum creation and their sense of self-efficacy, so that the kindergarten curriculum creation work can achieve immediate results. On the other hand, in terms of constraints, the kindergarten should formulate corresponding rules and regulations for curriculum creation, and the leaders should carry out regular inspections or spot checks of the kindergarten's curriculum creation work, correcting the existing problems in a timely manner, pointing out the irrationalities and putting forward corresponding suggestions. Through the positive and negative incentives such as rewards and constraints, the creation of the garden-based curriculum will be emphasized by the teachers, thus improving the efficiency of the teachers' creation and their ability to create the garden-based curriculum.

3.2.3. Management Mechanism: Empowering Teachers to Create Programs

The power of curriculum creation mainly refers to the ability of teachers to influence the behavior of curriculum creation according to specific objectives. Having certain power of creation is an important cornerstone for teachers to participate in the reform and realize the status of curriculum subject. As the main body of curriculum creation, teachers' power of curriculum creation mainly includes "the right to participate in decision-making, the right to design and implement, the right to develop and create, the right to evaluate and the right to research." [8] Teachers with the power of curriculum creation have the ability to influence the behavior of curriculum creation according to specific goals.

Having the power of curriculum creation is a necessary condition for teachers to design and implement independently in the garden-based curriculum, and it is also a kind of institutional guarantee to enhance their sense of curriculum subject. In order to make teachers' curriculum creation reasonable and legalized, kindergartens should take some specific initiatives to achieve teachers' position empowerment in the real sense. For example, before the implementation of the curriculum, kindergartens give teachers the opportunity to participate in the formulation of objectives, content selection, organization and implementation, as well as the design of the curriculum evaluation plan and other related kindergarten curriculum matters. Secondly, in the process of curriculum implementation, give teachers and children corresponding free and open time and space, respect and encourage teachers to have different curriculum insights and use different ways of curriculum implementation, and then promote teachers to boldly explore and create the garden-based curriculum.

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