



# Research on the Development of Teaching Models in Preschool Education in China

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**Abstract.** The development of China's preschool education (CPE) teaching model has been widely discussed, but there are still shortcomings in China's preschool education teaching model. Through the study of CPE, this paper analyzes the obstacles faced in its development and proposes the development path of preschool education in China. The CPE system has a profound tradition and cultural heritage. These advantages are the core of the CPE model and one of the reasons why it is praised globally. Therefore, in the process of reform and development, these advantages should be maintained as much as possible. The Western education system has its unique advantages in certain aspects, and CPE can improve its educational effectiveness by comparing and learning from each other. China's social environment and educational needs have their particularity, so while drawing on Western educational concepts and methods, it is also necessary to consider China's actual situation. When formulating educational policies and curricula, it is necessary to fully consider these factors to ensure the practicality and effectiveness of educational content.

**Keywords:** Preschool Education, Development Issues, Development Path

## 1 Introduction

In China, due to the uneven development of education, the development of CPE has been facing great obstacles. With the development of China's society and education, the Chinese government has begun to pay attention to providing education funding for CPE, established a group of professional preschool teachers, and gradually established a set of standardized preschool education management systems [1]. In 1988, China pointed out that there is still a clear imbalance in the popularization of CPE. In economically developed areas and large and medium-sized cities, early childhood education has been significantly improved. CPE in economically underdeveloped and rural areas is still weak. In this context, China began to learn from the world's advanced preschool education theories and methods. And gradually established a set of preschool education management systems and norms suitable for national conditions and in line with children's development [2].

Chinese society is transforming from a traditional society to a modern one. Education is the key link in improving the quality of the whole nation. China attaches more

and more importance to the issue of education, and has successively promulgated a series of laws and regulations to regulate the development of preschool education. In 2011, China advocated that by 2020, a system of public and private parks should be established, with public financial investment as the mainstay, extensive participation of social forces, and simultaneous development of public and private enterprises. The gradual improvement of CPE's service and education system marks a new era of preschool education in China.

After decades of development, the CPE teaching model has formed its unique characteristics. This paper analyzes the problems and development paths of CPE teaching mode from the perspective of the current situation of CPE.

## **2 Situation and Problems Analysis of CPE**

Preschool education refers to the early education of 0~6 years old, which lays the foundation for the development of an individual's life. According to the China Education Development Report released by the Chinese Population and Development Research Center, by 2020, the gross enrollment rate is still lower than the world average. Due to the unbalanced and insufficient development, there are still many outstanding problems.

### **2.1 Uneven Distribution of CPE**

Educational equity is an important goal of educational development, the foundation of harmonious social development, and an important task of China's socialist construction [3]. CPE has always been in a very important position, playing a very important role in promoting the harmonious development of society. With the continuous development of China's economy and society, China has also made certain achievements in preschool education, but it is undeniable that there are still some problems in development [4]. Due to the large difference in the level of urban and rural development in China, there is also an unfair phenomenon in preschool education, and Preschool education resources in rural and impoverished areas are relatively scarce. Factors such as regional differences and family differences will make education unfair. For poor areas, economic conditions limit the development of CPE, and it is difficult for families and parents to ensure that students receive preschool education.

However, the number of kindergartens in rural areas is still very limited. There are more than 3 million kindergartens in China, and among these kindergartens, only about 20% of them are truly qualified. The lack of resources for CPE in rural areas is also a serious problem. At present, in most rural areas of China, preschool education has not been incorporated into the compulsory education system. As a result, children in rural areas do not have access to basic educational services at all. To make up for the lack of resources for rural preschool education, the state has also invested a lot of manpower and material resources in construction in recent years. However, there are still big problems in the allocation of preschool education resources in China. The

uneven distribution of preschool education resources is the main reason for the slow development of CPE.

## 2.2 Quality Problems of Preschool Education

The number of preschool teachers in China is insufficient, and the quality of teaching is not high. The educational level of preschool teachers is low, and the educational level of preschool teachers is relatively low, which leads to the employment process of preschool teachers [5]. Being treated unfairly because of academic qualifications. Most of the students who graduated from kindergarten teachers in China are not very qualified for the work of preschool teachers. According to the survey, 51% of China's preschool teachers have a bachelor's degree, 31% have a junior college degree, and 35% have a technical secondary school or high school education. In many cities, kindergarten teachers above secondary school are only in single digits, but kindergarten teachers above college degrees are rare. The above data can prove that there is a shortage of preschool teachers in China.

In addition, the training of preschool teachers in China is also seriously insufficient. Because education has been at a low level in China, the training of preschool teachers is relatively lacking. The lack of high-quality, high-skilled kindergarten teachers has led to the low quality of kindergarten education in China. In addition, the lack of attention to the construction of early childhood education teachers, insufficient investment, imperfect policies, and low teacher salaries have made it more difficult to train preschool teachers.

With the progress of the times, China's educational philosophy is constantly changing, but there is no progress to match in education, which is also reflected in preschool education. Due to the late start of CPE, there are also many problems in preschool education. For example, problems such as poor school conditions, weak teachers, and backward educational content are widespread, which also makes China's preschool education unable to reach a higher quality development level. Due to the uneven development of China's regional economy, the distribution of educational resources in many regions is uneven [6].

The improvement of the quality of CPE is a long-term process, and the main problems are as follows. First, the professional level of preschool teachers is not high as a whole. At present, China's preschool teachers are relatively low in terms of academic qualifications, professional titles, and professional counterparts, which makes it difficult to meet China's demand for high-quality preschool education talents. Secondly, the kindergarten facilities are in poor condition. Due to a lack of funds, some kindergartens do not have heating and air conditioning installed in the classrooms, and only rely on electric fans to cool down, which is difficult to ensure the comfort and safety of the children's learning environment. Finally, teachers are paid less. Preschool teachers are the most important human resources in China's preschool education, but the current salary of preschool teachers in China is relatively low, and it is impossible to attract high-quality talents to engage in preschool education. According to statistics, the average monthly income of preschool teachers is about 4,000 yuan. It can be seen that there are certain difficulties in improving the quality of CPE[7].

The preschool education teaching mode is the main way and means for kindergartens to carry out teaching activities. Social development has put forward new requirements for preschool education, and educators need to actively explore the preschool education teaching mode. In the future, the research on the teaching mode of CPE continue to deepen and refine, and have guiding significance for practice.

### **2.3 Decline in the Number of New Births**

It is an indisputable fact that the number of new births in China has declined over the past few decades [8]. In 2018, the number was only 10.03 million. The decline of newborns will inevitably lead to demographic changes, which will directly lead to the country facing more severe tests in its future development. It was not until 2000 that the country's birth rate began to rise gradually.

Since the beginning of the 21st century, the number of newborns in China has continued to decline. In 2016, the number of new births in China was 12 million, a decrease of 2 million from 2016. The decline in the number of new students has directly led to a decrease in the number of kindergarten students. Judging from the current situation, although the number of kindergartens around the country is increasing, the overall development of CPE is not optimistic. To better promote the development of CPE, the reasons for the decline in the number of new students should be analyzed.

### **2.4 Problems in the Management**

The development of CPE needs a stable and complete education system to support it, but there are certain defects in the management system of CPE. First of all, preschool education is compulsory, but it is not included in the compulsory education system. The cost of running the school is also borne by the parents of the students, but there is no clear standard for fees. As a result, private educational institutions are limited to a certain extent in terms of educational resources[9]. Secondly, CPE is a "three-level management" system, that is, provincial, municipal, and county governments implement a "hierarchical management" system for CPE. However, at present, only the provincial and municipal governments in China implement the "hierarchical management" system for CPE, and there is no special CPE management institution at the county level. Finally, the management of CPE is unclear, which leads to unclear responsibilities. Although the state has set up a management body specializing in preschool education, there are no clear regulations and specific measures to solve this problem in practice. Therefore, there is no clear and unified management system for CPE.

Problems in the management system of CPE may have the following negative impacts:

First, the unclear concept of education and the uneven quality of education may lead to the lack of good education and guidance in the preschool education stage, which affects the all-round development of children.

Second, teacher quality problems: If the quality of teachers is not high, it may hurt children's education, such as improper educational methods, educational attitude problems, etc., which will affect children's learning and growth .

Third, discipline coordination is insufficient: if the various educational measures of the kindergarten deviate from each other and there is a separation of disciplines, then the integrity and systematization of early childhood education will be affected and the educational effect will be reduced.

Fourth, unreasonable organization and management: if the management system is not comprehensive, and unclear, personnel and responsibilities in the arrangement of problems, may lead to teachers' and students' enthusiasm being hit, affecting the normal operation of the kindergarten.

The last is insufficient financial support: In the preschool education management system, if there is a lack of necessary financial security, it may lead to difficulties in the operation of kindergartens and affect the quality of education.

### **3 The Development Path of CPE**

Since the reform and opening up, CPE has experienced remarkable advancements, with substantial state investments and robust development efforts. The government has allocated significant funds to CPE and implemented policies addressing preschool teacher shortages. Nonetheless, it is undeniable that challenges persist in CPE development. While the government continues to address these issues, it's crucial not to overlook the various challenges that have emerged. Drawing insights from Western educational concepts and developmental experiences, and integrating them with China's national conditions, is essential for fostering further progress in CPE.

#### **3.1 Maintain the Original Advantages**

In charting the development trajectory of China's ECE, preserving existing advantages while amalgamating Western practices with China's realities is key.

CPE institutions primarily stem from private entities, they encounter limitations in terms of funding, facilities, and staffing. In contrast, Western nations typically employ a dual-track system wherein both government and private sectors invest in preschool education, underscoring the importance of drawing lessons from Western preschool education practices to enhance China's system [10].

For CPE, it is necessary to integrate the "etiquette" in traditional Chinese culture into it and cultivate children's good behavior habits. Such as respecting the elderly, loving the young, filial piety to parents, and other behavioral habits [11]. The idea of "filial piety" is also emphasized in traditional Chinese culture.

#### **3.2 Combine China's Reality with Western Practices**

The development of preschool education in Western developed countries is a dual-track system, one is government-led public preschool education, and the other is pri-

vate and community-led private preschool education. Government-led public preschool educational institutions are funded by the state. Ensure the quality of early childhood education and pay attention to the quality of early childhood education. Private pre-school education, on the other hand, is self-managed by the family. In this process, parents have the right to choose and speak about education. At the same time, parents have a certain dominance in the education of young children. Most of China's private pre-school educational institutions are founded by private forces, and they are subject to certain restrictions in terms of funds, venues, and teachers. However, Western countries generally implement a dual-track preschool education system, and the government and the private sector jointly invest funds to support preschool education.

However, in the process of development of CPE, it cannot completely copy the Western education model. In the process of CPE development, it is necessary to pay attention to the development of a preschool education system with Chinese characteristics in combination with national and regional characteristics. First of all, China is a country with a long history and culture, and it has advantages that cannot be ignored in terms of cultural heritage. Therefore, in the development of CPE, it is necessary to take advantage of this advantage and combine the excellent culture of Western countries with the traditional culture of the country [12]. Second, the development of education in China started relatively late, and a complete system has not yet been formed. Therefore, it is necessary to strengthen exchanges and cooperation with other countries, and absorb and learn from the advanced educational concepts and educational technologies of other countries.

## 4 Conclusion

This article analyzes the development of CPE and its questions. This paper argues that CPE has problems related to the lack of educational concepts and the uneven distribution of resources. Based on this, this paper puts forward the following suggestions. First of all, it should pay attention to the development of CPE and learn from the excellent practices of developed countries. More importantly, it is necessary to pay attention to the analysis of China's national and regional characteristics and improve the distinctive CPE system. In general, the reform and development of China's preschool education teaching model needs to actively learn from Western educational concepts and methods while maintaining the original advantages.

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