

# Exploration on the Teaching Reform of “Preschool Children’s Behavior Observation” Course in Higher Vocational Colleges Under the Background of School-Enterprise Collaborative Education

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**Abstract:** “Preschool Children’s Behavior Observation” is a core course for preschool education majors in higher vocational colleges, and its teaching quality directly affects the formation of students’ professional core competencies. Under the current background of educational reform emphasizing school-enterprise collaborative education, the traditional teaching model has many shortcomings. Based on the analysis of the current teaching situation of “Preschool Children’s Behavior Observation” and combined with the practical teaching experience of school-enterprise cooperation, this paper explores the strategies for the teaching reform of the course from four dimensions: curriculum content, teaching model, curriculum evaluation, and teaching staff, aiming to provide constructive references for the cultivation of preschool education professionals.

**Keywords:** School-enterprise collaborative education; Preschool education major; Preschool children’s behavior observation; Teaching reform

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## 1. Introduction

Observing preschool children’s behavior is a basic ability for preschool educators to understand young children and carry out scientific education and care work. The Professional Standards for Kindergarten Teachers (Trial) points out: “Teachers observe young children in educational activities, adjust activities according to their performance and needs, and provide appropriate guidance.” and “Effectively use various methods such as observation and work analysis to understand and evaluate young children objectively and comprehensively.” The Guidelines for Evaluating the Quality of Kindergarten Education and Care include kindergarten teachers’ ability to observe and guide young children in evaluating the indicators for kindergarten education and care quality<sup>[1]</sup>. Thus, it can be seen that the preschool education field is attaching increasing importance to kindergarten teachers’

observational ability. “Preschool Children’s Behavior Observation” is a core course for preschool education majors in higher vocational colleges, serving as an important way for students to master the ability to observe and guide preschool children’s behavior<sup>[2]</sup>. With the in-depth implementation of the Opinions on Promoting the High-Quality Development of Modern Vocational Education, school-enterprise collaborative education has become the core direction of higher vocational education reform. However, under the traditional teaching model, the teaching of this course has many deficiencies, making it difficult to effectively cultivate students’ practical operation ability and comprehensive observation and analysis ability. Under the background of school-enterprise collaborative education, how to break the barriers between colleges and kindergartens through curriculum teaching reform and realize the in-depth integration of theoretical knowledge, practical training, and post skills has become an urgent problem to be solved. Based on the analysis of the current teaching situation of “Preschool Children’s Behavior Observation” and combined with the practical teaching experience of school-enterprise cooperation, this paper explores the strategies for the teaching reform of the course under the background of school-enterprise collaborative education, aiming to provide constructive references for the cultivation of preschool education professionals.

## **2. Analysis of the current teaching situation of “Preschool Children’s Behavior Observation” in higher vocational colleges**

Under the traditional curriculum teaching model, the teaching of “Preschool Children’s Behavior Observation” mainly presents the following characteristics.

### **2.1. Curriculum content misaligned with actual post needs, lack of practicality**

The existing curriculum content is mostly textbook-centered, focusing on the systematic elaboration of observation theories and methods (such as anecdotal records, running records, time sampling, etc.)<sup>[3]</sup>. On the one hand, most textbook cases are general theoretical cases, lacking real high-quality cases from kindergartens, such as “conflict behaviors in young children’s free play” and “concentration performance in regional activities” during kindergarten daily life, leading students’ understanding of theoretical knowledge to remain at an abstract level. On the other hand, the curriculum content insufficiently covers practical content such as analyzing and interpreting observation content and data, and adjusting educational guidance strategies based on observation results, which is disconnected from the work logic of kindergarten teachers’ “observation-analysis-guidance.”

### **2.2. Weak practical teaching links, lack of real scenarios and experience**

Practical teaching is the core link of the “Preschool Children’s Behavior Observation” course, but currently, the practical links of this course in most higher vocational colleges have several prominent problems<sup>[4]</sup>. First, the form of practice is single, mainly focusing on observing video materials in class. Students conduct observation exercises in static scenarios, making it difficult to perceive the complexity and dynamics of young children’s behaviors in real kindergarten environments, such as failing to experience the interactivity of young children’s behaviors in group activities and the suddenness of young children’s behaviors in outdoor games. Second, the practice duration and depth of real experience are insufficient. Off-campus practice is mostly short-term internships, where students can only conduct “onlooker-style” observations, lacking opportunities for participatory observation, and cannot deeply understand the practical application of observation results in education and care work.

### **2.3. Insufficient school-enterprise collaborative teaching capability**

Under the background of school-enterprise collaborative education, an effective collaborative teaching mechanism has not been established. On the one hand, cooperative kindergartens mostly play the role of “providing venues” and fail to deeply cooperate with colleges to design practical teaching plans, guide and evaluate the practical process. On the other hand, although backbone teachers and teaching and research leaders in cooperative kindergartens have rich practical experience, they lack systematic teaching methods and theoretical reserves, making it difficult to transform practical experience into curriculum teaching content and unable to give full play to the guiding role of industry mentors in practical teaching.

### **2.4. Single teaching evaluation, unable to reflect students’ actual abilities**

The existing curriculum evaluation system is mainly a “summative evaluation,” with single evaluation content and single evaluation subject, which cannot fully reflect students’ professional abilities<sup>[5]</sup>. First, the evaluation content focuses on the mastery of theoretical knowledge, mainly through written examinations, and insufficiently evaluates core professional abilities, such as students’ practical observation skills, and the professionalism of observation records, analysis, and guidance capabilities. Second, the evaluation subject is mainly college teachers, lacking the participation of industry experts from cooperative kindergartens, and the evaluation standards are not aligned with actual post needs.

## **3. Exploration on the teaching reform of “Preschool Children’s Behavior Observation” Under the background of school-enterprise collaborative education**

Based on the analysis of the current teaching situation of “Preschool Children’s Behavior Observation”, the following strategies for the teaching reform of the course are proposed under the background of school-enterprise collaborative education.

### **3.1. Guided by “Course-Post-Competition-Certificate,” collaboratively build modular curriculum content with schools and enterprises**

Guided by “Course-Post-Competition-Certificate” and based on school-enterprise collaboration, reconstruct the curriculum content together with cooperative kindergartens, and build three modules of “basic theory + post skills + practical innovation” to achieve precise alignment between curriculum content and post needs.

- (1) Basic Theory Module: Optimize the knowledge structure in combination with kindergarten post needs. College teachers and kindergarten teaching and research experts jointly select key teaching points, delete pure theoretical content with low relevance to posts, and add content related to professional literacy, such as “kindergarten observation work norms” and “observation ethics.”
- (2) Post Skills Module: Focus on the post ability requirements of kindergarten teachers, develop sub-modules such as “observation of young children’s game behaviors” and “observation of young children with special needs”, and combine observation methods with real post scenarios. For example, in the “observation of young children’s game behaviors” module, integrate outdoor game cases from cooperative kindergartens, carry out the same games as kindergartens in class, allow students to experience in real game scenarios, and gradually guide students to use corresponding methods to observe young children’s game participation and social behaviors in games<sup>[6]</sup>. At the same time, integrate the relevant requirements of “behavior observation and evaluation” in provincial preschool education skills

competitions and the 1+X “Early Childhood Care” certificate into the curriculum content to strengthen observation norms and skill training.

- (3) Practical Innovation Module: Collaboratively design project-based teaching content of “observation plan design - real scenario observation - data analysis and interpretation - educational strategy formulation” with schools and enterprises. Take the actual education and care problems of cooperative kindergartens as project carriers, such as “observation and intervention of separation anxiety behaviors of young children in small classes”, and guide students to complete project tasks in groups to improve their practical innovation ability.

### **3.2. Innovate the “Dual-Teacher Collaboration” teaching model to improve teaching targetedness**

Construct a “dual-teacher collaboration” teaching model where college teachers and kindergarten industry mentors divide labor and cooperate, give play to the advantages of both parties, and realize the in-depth integration of theoretical teaching and practical teaching.

- (1) Collaborative Teaching Process: Adopt an alternating teaching method of “classroom teaching + kindergarten practice”. After completing the theoretical teaching of one module, organize students to conduct practical observations in corresponding scenarios in cooperative kindergartens in combination with practical training. Industry mentors provide on-site guidance, and college teachers follow up synchronously to promptly solve students’ theoretical confusion in practice. For example, after teaching the “anecdotal record method”, organize students to observe young children’s free activities in kindergartens. Industry mentors demonstrate key recording points, and college teachers guide students to analyze recorded content in combination with developmental psychology theories.
- (2) Collaborative Teaching and Research Activities: Establish a “kindergarten-college joint teaching and research studio,” and regularly carry out teaching and research activities. College teachers and industry mentors jointly analyze teaching difficulties, optimize teaching plans, and transform the latest teaching and research achievements of kindergartens into curriculum teaching resources.

### **3.3. Optimize the “Multi-Dimensional and Three-Dimensional” evaluation system to align with post ability standards**

Construct a “multi-dimensional and three-dimensional” evaluation system centered on professional abilities and jointly participated by schools and enterprises, realizing the diversification of evaluation content and evaluation subjects<sup>[7]</sup>.

- (1) Diversification of Evaluation Content: Design evaluation indicators from four dimensions: “knowledge mastery, skill operation, practical achievements, and professional literacy”. Among them, knowledge mastery accounts for 30% (mainly through theoretical tests), skill operation accounts for 30% (mainly through practical observation assessments), practical achievements account for 30% (mainly through observation reports and internship performance), and professional literacy accounts for 10% (mainly through practical attitude and teamwork performance)<sup>[8,9]</sup>.
- (2) Diversification of Evaluation Subjects: Establish an evaluation subject system of “college teachers + industry mentors + student self-evaluation”. College teachers focus on evaluating theoretical knowledge and overall practical performance, industry mentors focus on evaluating students’ observation skills and practical operation abilities in real posts, and student self-evaluation focuses on ability improvement and

teamwork performance in the learning process, ensuring the objectivity of evaluation results.

### **3.4. Strengthen the construction of “Dual-Qualified” teaching staff to consolidate the foundation of collaborative education**

Promote the construction of teaching staff through school-enterprise collaboration to improve teachers' theoretical teaching ability and practical guidance ability<sup>[10,11]</sup>. On the one hand, provide opportunities for college teachers to participate in education and care work and teaching and research activities in cooperative kindergartens, collect real cases and post-demand information, and transform practical experience into teaching resources<sup>[12,13]</sup>. On the other hand, provide teaching method training for industry mentors in cooperative kindergartens. College teachers give special lectures on “teaching design” and “case teaching method” to guide industry mentors to transform practical experience into systematic teaching content. At the same time, invite industry mentors to participate in curriculum textbook compilation and teaching plan design to improve their curriculum development ability and teaching level<sup>[14,15]</sup>.

## **4. Conclusion**

The teaching reform of “Preschool Children’s Behavior Observation” under the background of school-enterprise collaborative education is an effective way to improve the quality of talent training for preschool education majors in higher vocational colleges<sup>[10]</sup>. In the reform process, it is necessary to further deepen school-enterprise cooperation, establish a long-term and stable collaborative education mechanism, ensure the implementation of reform measures, and cultivate more high-quality skilled talents for the preschool education industry.

## **Disclosure statement**

The author declares no conflict of interest.

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