

A Study on the Current Situation of "Kindergarten-Based Curriculum" in China Guangxi Guilin

Plan

1. Topic selection

Theme: Research on the current situation of Kindergarten Based Curriculum in kindergartens in Guilin, Guangxi.

Research significance: kindergarten-based curriculum is a curriculum developed by kindergartens according to their own characteristics and resources, which has important practical significance. The relevant policies of kindergarten-based curriculum first appeared in The Guidelines for Kindergarten Education (Trial) issued in 2001 (Ministry of Education) . After that, The Guidelines for the Learning and Development of Children Aged 3-6(Ministry of Education,2012), The working procedures of kindergartens(Ministry of Education,2016), The Opinions on The Implementation of the Project of Inheriting and Developing Chinese Excellent Traditional Culture(Central Committee of the Communist Party of China and State Council,2017), and The Opinions on The Deepening Reform and Standardized Development of Preschool Education(State Council of China,2018) all mentioned that the state hopes to carry out kindergarten-based courses with local characteristics based on the actual development of children. However, according to the author's teaching experience in 2022, Guilin, Guangxi, at that time still carried out the course according to the teaching plan.

In December 2024, the author interviewed five kindergarten teachers in Guangxi

and learned about their recent work style. It is found that kindergarten-based education is replacing the previous curriculum form and has become the mainstream requirement of the current policy. According to the implementation plan for kindergarten curriculum reform in Guangxi Zhuang Autonomous Region issued by the Guangxi government in 2018, preschool education needs to make full use of local characteristics and design the unique national culture and natural resources in the region into the content of the curriculum. It can be seen that Guangxi has paid some attention to the development of Kindergarten Based Curriculum in 2018, but it is more concentrated in the integration of Zhuang culture, and now it is really integrated into the curriculum task of observing children and began to comprehensively implement the development of kindergarten-based curriculum.

In view of the above situation, how far has the kindergarten-based curriculum developed in Guilin, Guangxi? How do teachers view the current curriculum reform? What impact will Kindergarten based curriculum have on the connection between kindergarten and primary school? These are the fields that the author tries to understand. The research on the current situation of Kindergarten Based Curriculum in Guilin kindergartens in Guangxi can well help the existing Guangxi preschool educators to find the existing problems, and the conclusions can also provide reference value for other regions, which has full research significance.

2. Purpose of literature review:

2.1 The definition of “kindergarten-based education”.

2.2 The recent study of “kindergarten-based education”, understand which field

they do more research.

2.3 Find out Guangxi province situation of this changing for the conclusion of current situation.

2.4 Conclusion the existing research to find out the gap.

3. Scope of literature

3.1 Policy documents: at present, the existing policy documents on kindergarten-based courses include large-scale guidance documents issued by China national institutions and local documents.

China National policy documents include The Guidelines for Kindergarten Education (Trial) (Ministry of Education,2002), guidelines for the learning and development of children aged 3-6, working procedures for kindergartens, opinions on the implementation of the project for the inheritance and development of Chinese excellent traditional culture, and opinions on the deepening reform and standardized development of preschool education

Local documents: Implementation plan of kindergarten curriculum reform in Guangxi Zhuang Autonomous Region (Guangxi Education Department,2018), Shanghai kindergarten curriculum guide(Shanghai Municipal Education Commission,2014), Zhejiang Province kindergarten curriculum reform guidance(Zhejiang Provincial Education Department,2016), Guangdong Province kindergarten curriculum reform implementation plan(Guangdong Provincial Education Department,2017), Beijing kindergarten curriculum reform implementation plan(Beijing Municipal Education Commission,2015), Sichuan Province kindergarten

curriculum reform implementation plan (Sichuan Provincial Education Department,2016).

According to the policy documents, we can analyze China's expectations for Kindergarten Based Curriculum and the development direction of China's preschool education. Local documents can understand the focus of kindergarten-based courses in different regions and facilitate the comparison of different regions.

3.2 Classic works: including the basic literature on kindergarten-based curriculum, especially the theoretical research on early education and curriculum development.

3.3 Recent research: including journals and academic papers. Academic papers can help the author better summarize the definition of kindergarten-based education, touch more research literature, help the author fill in the literature of relevant content, and journals can help the author understand the focus of recent scholars' research. For this part of the research, the author will focus on the research on Kindergarten Based Curriculum in the past ten years, especially the cases in China and Guangxi.

For the collection of this part of the data, the author plans to query the "Kindergarten Based Curriculum" on CNKI for literature collection.

3.4 Geographical scope: give priority to kindergarten-based curriculum research in Guangxi.

4.Research plan

4.1 Give priority to the interpretation of policy documents to understand the general direction of China's preschool education and the expectations of kindergarten-

based courses.

4.2 Read the theoretical research and classic works on kindergarten-based courses and define the kindergarten-based courses.

4.3 Interpret the policies and activities of kindergarten curriculum in Guangxi. For example, "Guangxi Teachers' quality competition", this activity shows the key points of the regional investigation of teachers. At present, the "Guangxi Teachers' quality competition" focuses on observing children's ability and teachers' mastery of children's half day life.

4.5 Search for academic research in recent 10 years, focusing on curriculum research in Guangxi. According to the 18 years' curriculum policy documents of Guangxi, the development of Kindergarten Based Curriculum in Guangxi starts from national culture and natural resources. Therefore, for the unique Zhuang culture in Guangxi, the festival of "March 3" will have great cultural integration. "Zhuang" and "March 3rd" can be used as search keywords to understand the implementation methods and effects. And the results are integrated according to the research of other cultural integration.

4.6 Analyze the literature of other kindergarten-based courses in Guangxi, summarize the existing literature, and find the research gap.

5. organizational structure framework

5.1 Introduction: an overview of the importance of Kindergarten Based Curriculum and research issues.

5.2 Concept and theoretical basis: discuss the definition, theoretical basis of Kindergarten Based Curriculum and its role in early education.

5.3 Research and implementation status: analyze the current research on Kindergarten Based Curriculum in Guangxi kindergartens, understand the research directions and key contents of existing scholars, and use existing research to analyze and summarize the current implementation status, so as to facilitate literature reference and status comparison in subsequent personal research.

5.4 Integration of local culture: To explore the integration and influence of kindergarten-based courses and Guangxi local culture (such as Zhuang Culture).

5.5 Evaluation and improvement: summarize the evaluation methods and improvement suggestions of current kindergarten-based courses.

5.6 Conclusion: summarize the research findings and point out the research gaps.

Justify

1. Significance of overview

Education background: kindergarten-based curriculum, as a new curriculum form of kindergarten education, can reflect the uniqueness and local characteristics of kindergarten while meeting the development of quality education. However, it is in sharp contrast to the high-intensity academic pressure in China. Therefore, the development and transformation of kindergarten-based curriculum will not only change the teaching form of kindergarten teachers with rich teaching experience, but also affect the academic parents in China. Research on the current situation of

Kindergarten Based Curriculum in Guangxi kindergartens is helpful to understand the practical experience and challenges in curriculum development in the region.

2. Fill the literature gap

Research blank: Although the research on Kindergarten Based Curriculum in China is gradually increasing, the research on Guilin in Guangxi is still limited. In CNKI, the search for "Guangxi, Kindergarten Based Courses" found few literatures, including only 10 literatures published by "Guangxi region", "Zhuang culture" and institutions in Guangxi region, among which there are many research on cultural integration, while the research focusing on the current situation of original courses in Guilin is a research blank,

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3. Contribution to academic dialogue

the kindergarten-based curriculum in Guilin, Guangxi started early. Since 2018,

the content of the kindergarten-based curriculum is mainly focused on the characteristic culture, but whether the cultural form meets the needs of children and whether the curriculum is set up with children as the core as required by the policy documents needs to be discussed and understood by the author. However, according to the interviews, many kindergartens have begun to observe children and arrange courses according to children's needs, which is the change after the kindergartens' interpretation of the policy in the past two years. The impact of this new change on teachers is unknown in the existing research.

By analyzing the current situation of Kindergarten Based Curriculum in Guilin, Guangxi, this review will take the theoretical research and existing research of kindergarten based curriculum as the main purpose, fill the existing academic gap, and also summarize the current situation of Kindergarten Based Curriculum in Guilin, Guangxi, which is in the process of reform, so as to help regional scholars provide references, find problems and put forward suggestions, so as to promote the in-depth development of local kindergarten based curriculum.

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