

# Reform of Early Childhood Education Management Mode under the Principle of Unification of Discipline

Xueming Li

Jose Rizal University, Graduate School, 80 Shaw Blvd., Mandaluyong City, 1552, Metro Manila, Philippine

**Abstract:** In view of the backwardness of the current management mode of early childhood education in our country, the reform of the management mode of early childhood education based on the principle of unified discipline is proposed. First of all, the current kindergarten teaching management mode and many problems existing in this mode are investigated and studied. According to the research results, the education content and management methods are innovated and improved in order to realize the goal of the reform of kindergarten education management mode under the principle of unified discipline. Finally, the experiment proves that the management mode of early childhood education under the principle of unified discipline fully meets the research requirements.

**Keywords:** Unity of discipline; Early childhood education; Teaching management; Pre-School management

## 1. Introduction

How can we train our children to be healthy and outstanding talents is the responsibility and wish of every teacher and parent. Therefore, children must be educated from an early age, especially in early childhood. Correct early childhood education management mode reform is the key education for children on the road of life growth. Social practice education, school personnel training and family quality training are all aimed at creating a person with famous quality characteristics, of which education management in early childhood is the most important for children's quality training[1]. The so-called "educating people first" means that early childhood education is indispensable to the growth of children. The reform of early childhood education management mode is the key to the growth of children. Whether a child can grow up healthily depends on a good education management mode. Therefore, the reform of early childhood education management mode is very important[2]. Therefore, it puts forward suggestions on the reform of the management mode of early childhood education under the principle of unified discipline in order to further promote the development and progress of early childhood education and teaching.

## 2. Reform of Management Mode of Early Childhood Education under the Principle of Unified Discipline

### 2.1. The current management model of early childhood education and problem analysis

At the present stage, the level of English education in kindergartens in our country is relatively low, and students' English ability is out of touch with the society. Therefore, in order to improve this situation, this paper analyzes the current situation of early childhood education in our country. Some teachers and parents don't know how to educate their children about the management mode reform of early childhood education. They only know to tell their children about the wrong things they do, and they don't communicate well with their children to solve the substance of the things, so that their children can thoroughly understand the right and wrong things and what they really want [3]. Some young teachers and parents do not have the right methods to reform the management mode of children's early childhood education. In life, once a child makes a mistake, he criticizes and teaches the child in front of many people's flour, regardless of occasion and place, which greatly hurts the child's self-esteem [4]. However, some teachers and parents have adopted a laissez-faire approach to some of their children's bad habits and will not regret until these bad habits cannot be changed. Some teachers and parents do not pay attention to their words and deeds in life, and often use foul language, especially for children who make mistakes. However, they did not expect that their behavior is influencing the children imperceptibly and making them learn bad habits. Some teachers and parents don't know how to guide their children correctly. They can't criticize and praise their children correctly. They can't make their children realize their mistakes and at the same time they lose their self-confidence.

From a practical point of view, there are two ways to generate curriculum models, inductive and deductive[5]. Inductive form is a curriculum model formed on the basis of summarizing and summarizing the practical experience of the curriculum. Its starting point is experience and its thinking mode is induction. For example, Montessori's curriculum is summarized and refined by Montessori in his long-term teaching practice, and has constructed his own complete curriculum theory system [6].

The curriculum model generated by this method has strong operability, but also has strong color of subjective experience. Its scientificness needs to be tested in the process of curriculum practice. Deductive mode is a curriculum mode formed from a certain curriculum theory. Its starting point is a certain theoretical basis, and the thinking mode formed is deductive method. The traditional teaching mode based on deduction is as follows:

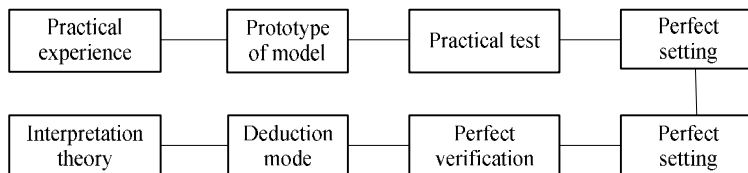


Figure 1. Traditional preschool education model

To study the generation of curriculum mode, we should not only discuss its generation mode, but also further analyze its generation process, that is, how kindergartens generate their own curriculum mode step by step in specific practice[7]. With the continuous growth of China's population, the number of students entering kindergartens is bound to increase, resulting in too many students in a class, leaving kindergarten teachers too busy to pay attention to each student's English learning. In addition, the teaching method of kindergarten English teachers is that the teachers speak on the platform and the students take notes crazily according to what the teachers say. The students focus on taking notes and cannot listen to what the teachers say seriously, which leads to a boring classroom atmosphere. In the long run, the students will inevitably lack interest in English learning and even have a weariness of learning. Therefore, it is imperative to reform the management mode of kindergarten children's education.

2.2. Innovation of infant management methods

In order to solve the common problems in our country's early childhood education and teaching, combining with the research and analysis of the traditional teaching mode, the reform steps of the teaching management mode are designed as follows:

From early childhood, we will begin to cultivate children's correct values and outlook on life and be good children. Teachers and parents are the children's first teachers. Teachers' and parents' words and deeds have a direct impact on children, especially in their early childhood. Correct early education can enable children to have a correct ability to distinguish things in life and know the difference between good and bad[8]. Because the educational view and the curriculum view are influenced and restricted by the child view, their formation

and development also follow the same process as the child view.

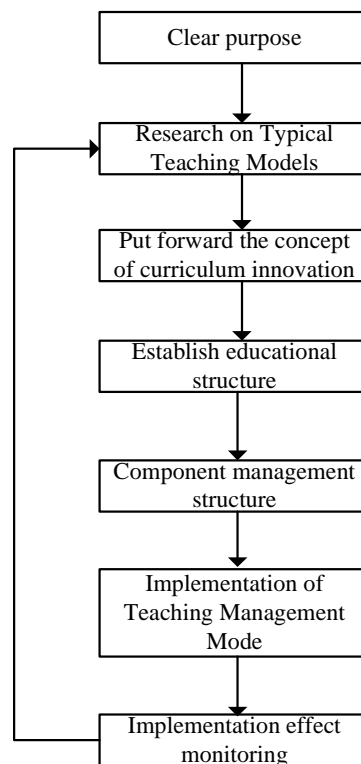


Figure 2. Reform steps of teaching management mode

The following is a review of the three basic views on children, education and curriculum. They have some mutual inheritance and intertwined in the historical development, which together exert influence on today's education. By examining them, we can not only see their re-

spective historical evolution, but also understand their corresponding relationship with each other.



Figure 3. Principles of early childhood education management reform

The education reform should be carried out in combination with the above ideas. In the reform of the early childhood education management mode for children, not only the correct methods and attitudes should be adopted, but also the children's psychological development rules should be mastered, the children's personality characteristics should be understood, and flexible education methods should be adopted according to the psychological and physiological changes caused by the children's growth and development at all ages, so as to correctly educate and guide the children and make the children's body and mind develop healthily. Every teacher and parent should listen carefully to their children's voices, respect their thoughts and treat them equally [9]. Teachers and parents should try their best not to tie their children down, let them have their own way of thinking, and encourage their innovation and exploration spirit. Teachers and parents should reform the correct management mode of early childhood education in children's early childhood, cultivate children's correct attitude towards life, positive

and optimistic attitude, and be upright people. When a new life comes to a family, it requires not only careful care from teachers and parents, but also careful education and correct guidance from every teacher and parent. The reform of early childhood education management mode is the only way for children to grow up.

**2.3. Suggestions on the reform of early childhood education teaching mode**

Educational games are a kind of teaching method based on teaching materials, which not only enriches the original connotation of teaching materials but also mobilizes games to play an active guiding role by making use of the interest of games and combining the two. The aim of educational games is to learn knowledge in the fun of games, to liven up dogmatic and rigid knowledge content, to make learning a kind of enjoyment, and to learn knowledge easily in play[10]. Educational games meet the requirements of traditional classroom teaching under the background of the rapid development of information

technology. It is different from the previous practice of suppressing personality and adopting a unified code as a code of conduct for young children. It pays more attention to the cultivation of children's quality and a clear understanding of themselves. This teaching method of combining teaching with pleasure is not only more conducive to learning, but also very good to ease the psychological pressure of children, reduce the occurrence of psychological diseases, so that children can have a healthier and relaxed state of mind. In the play middle school, the teaching efficiency and the teaching quality are both improved, and the change curve of children's teaching management is recorded as follows.

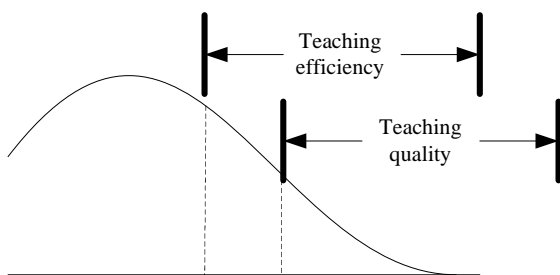


Figure 4. Curve of changes in preschool teaching management

Children's thinking is in the transition period from concrete thinking in images to abstract thinking in images, which constitutes the contradiction between the image of children's thinking and the abstraction of knowledge. One of the ways to solve this contradiction is to adopt game-driven teaching method. That is, using information technology to quickly and effectively cultivate children's interest in learning. This method fully conveys the children's knowledge to them in their favorite games and plays a role in speeding up the teaching rhythm, thus realizing the teaching goal. For example, the teacher wants to explain the relevant knowledge of the mouse to children. He starts with the material, type, structure and usage of the mouse. Since the mouse itself is not too complicated, the students may have lost Desire after listening to a few words. Then, when the teacher talked about the key parts,

many students often ignored them. However, if the teacher tells the knowledge of the mouse in a game, the effect will be completely different. As for the specific methods, the teacher can first think of a game that everyone is willing to try, formulate the rules of the game, and give encouragement and praise to the students who play well in the game, thus greatly mobilizing the enthusiasm and interest of children in the classroom.

For young children, the purest competition spirit they have at this age can stimulate their desire to win and lose. In order to win the game, they must master the key tool for winning the game, namely the mouse. In this way, when the teacher explains the knowledge about the mouse, the children will naturally concentrate on listening. While games promote teaching, teaching also provides an opportunity for children to improve their information technology skills. The two complement each other and can jointly promote children's two-way development. For example, some of the information technology skills such as cutting pictures, combining and decomposing pictures, matting and other operations, in order to enable children to fully grasp, teachers do not necessarily have to use mechanical computer control method to gradually explain and demonstrate, can also let children themselves to try some basic operations, individual students have questions can be answered individually. Therefore, children can carry out independent practical operations, thus reducing the waste of all people's time due to some people. The teacher can even let them take their own photos as the subject matter to train their ability of drawing. Compared with traditional teaching pictures, children are more interested in their own pictures and study more carefully. While giving full play to their imagination, young children have also achieved the goal of making them master the skills of picture manipulation. In addition, it is also a good way to practice children's operation skills by arousing children's desire to win through group competition. Or you can also use the method of man-machine competition to have a contest between computer and human brain. However, no matter which method is used, it can gradually improve in practice by using children's winning mentality in effective competition.

Table 1. Optimization of kindergarten teaching management content

<p>Children arrive and leave school at the same time.</p>	<p>Half day:                  Informal gathering time                  Plan-Work-Review Time                  Snack time                  Outdoor Time and School Time</p>	<p>All day:                  Breakfast                  Group time                  Plan-Work-Review Time                  Small group time                  Outdoor time                  Lunch                  Reading and rest time                  Snack time outdoor activities and school</p>
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Children arrive at school at different times.	<p>Half-day: Small group time for early arrivals Informal gathering time Plan-Work-Review Time Snack time Group time Small group time Small group time for participants</p>	<p>Full-time: Breakfast Group time Informal sniper time Plan-Work-Review Time Group time Small group time Outdoor time Lunch Singing break Snacks and Outdoor Time And parents plan-work-review time</p>
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On this basis, a smiley face The Wall will be set up in kindergartens, and excellent college smiley face photos and outstanding achievements over the years will be posted on the wall. Interns or newly recruited colleges will be brought to the exhibition hall for education, and

these excellent colleges and deeds will be introduced. Kindergartens should also organize outdoor activities regularly. The specific arrangement of teaching management for young children is shown in the table.

**Table 2. Specific arrangements for preschool teaching management**

Serial number	Time	Task
1	8:30-9:00	Admission, breakfast
2	9:00-10:00	Morning exercises and group learning
3	10:00-11:00	Small group activities
4	11:00-12:00	Lunch
5	12-13:30	Nap
6	13:30-15:30	Learning and outdoor activities
7	15:30-16:30	Leave school after school

The regular selection of excellent colleges and interns should be rewarded. Each department should conduct regular spot checks on student dormitories and regard the cleanliness of dormitories as a performance evaluation. Every year, kindergartens arrange excellent colleges for parents to participate in kindergarten activities. These measures can greatly stimulate children, improve their interest in learning and goodwill towards kindergartens, thus effectively realizing the reform of educational management mode that combines the principle of multiple disciplines.

### 3. Empirical Analysis

The general purpose of the survey is to provide reference for the design of preschool education curriculum model according to the conclusion of the survey. Specifically, it includes:

First, through investigation and research, we understand the current understanding of different subjects on the necessity of pre-school education curriculum model design, explore the similarities and differences between these understandings, and analyze the reasons behind them, so as to help people establish a correct attitude towards pre-school education curriculum model design.

Secondly, through investigation and research, we can understand the main variables considered in the current curriculum model design of pre-school education and analyze the reasons for considering these variables, so as to help people to clarify what factors should be considered in the curriculum model design of pre-school education.

Thirdly, through investigation and research, we can understand the current situation of curriculum model design of pre-school education in China, including the design of curriculum structure and the design of specific curriculum elements (objectives, contents, methods, evaluation). On this basis, we can analyze the problems existing in the current curriculum model of pre-school education in China and explore the strategies to solve these problems. In order to provide reference for the design of preschool education curriculum model. Fifteen kindergartens of different types were selected as the survey objects. Considering that public kindergartens should represent the general situation and basic level of kindergarten development in our country, most kindergartens selected in this study are public gardens. In the following, we will use the letters A-0 to indicate different gardens. The arrangement frequency of kindergarten teaching management content is shown in the following table.

**Table 3. Frequency of arrangement of kindergarten teaching management contents**

Kindergarten	Basic course	Game course	Characteristic course	General comment
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A	2	1	2	5
B	1	2	3	6
C	2	2	2	6
D	1	2	1	4
E	2	3	1	6
F	1	3	2	6
G	2	3	2	7
H	1	2	3	6
I	3	2	1	6
J	3	2	3	8
K	3	3	3	9
L	2	4	1	7
M	3	2	3	8
N	2	2	3	7

From the above, it can be seen that the current dominant curriculum structure in our country is a form in which three types of curriculum coexist at the same time. Due to two elastic factors, this curriculum structure is more convertible and easy to form different curriculum models. Under the above circumstances, comparing the popularity of the traditional teaching mode and the teaching mode under the principle of unified discipline, the statistical survey results are shown in the following figure.

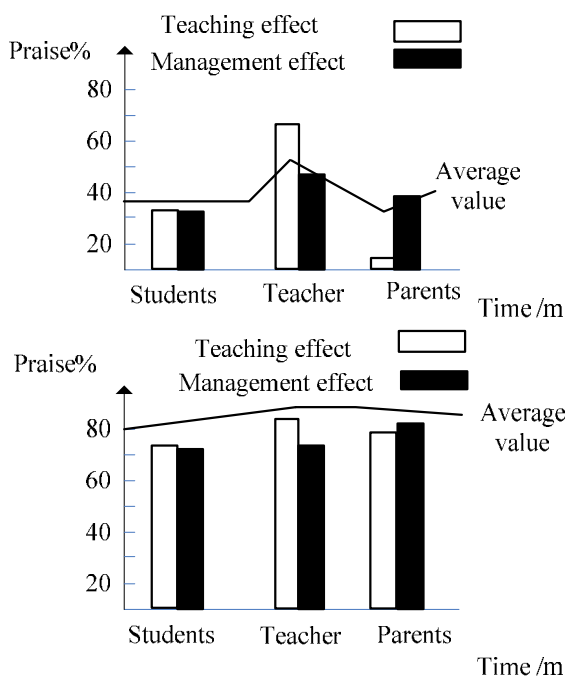


Figure 5. Comparison of survey results

Observing the above survey results, it is not difficult to find that compared with the traditional kindergarten education and teaching management mode, the kindergarten teaching management mode based on the principle of unified discipline is more popular with teachers, values and students under the same circumstances.

4. Concluding remarks

In order to further improve the quality of kindergarten teaching management in our country, the current common kindergarten teaching and management modes are analyzed through actual investigation and research. On the premise of absorbing the advantages of traditional methods, the kindergarten teaching management mode based on the principle of unified discipline is proposed. Finally, through actual investigation and development, the kindergarten teaching theory mode based on the principle of unified discipline is more suitable for the development of the current society and is highly praised by teachers, students and parents.

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