

Design and Implementation of Packaging Course for Preschool Education Training Teachers

Yun Liao

Beibu Gulf Vocational and Technical School, Qinzhou, Guangxi, China

Abstract: With the increasing importance of early education, the design and implementation of early childhood care training courses has become the key to social development. This article focuses on the training needs of teachers, through extensive research and development of early childhood care packaging curriculum training courses, the establishment of packaging curriculum design and development principles. Packaging course aims to improve teachers' professional quality and application ability through the combination of theory and practice, so as to achieve the purpose of optimizing the quality of education. This paper describes the training design scheme of packaging course in detail, and evaluates the implementation effect of packaging training course. The results show that the systematic packaging course design effectively enhances the teaching ability of teachers. Through the research results, relevant educational institutions can provide teachers with a set of standardized and systematic training of early childhood care packaging courses to further promote the development of early childhood education.

Keywords: Child Care Education; Packaging Course Training Design; Teachers' Professional Development; Curriculum Design; Curriculum Implementation

1. Introduction

Preschool development theory, child care practice, educational activity design and evaluation reflection are the main aspects of curriculum design [1]. The theory of early childhood development mainly lies in the theory of development stages such as Piaget and Vygotsky, emphasizing the cognitive characteristics of children in different age groups[2]. An in-depth analysis of the development characteristics of children aged 0-6 years helps teachers understand the best time for

education. It is expected that teachers can use these theories flexibly through theoretical explanation, case analysis and practical observation. Conservation practice focuses on the basic skills of teachers in practical operation. The content includes the organization of children's indoor and outdoor activities, health care knowledge, prevention and treatment of accidental injuries, etc. Teachers are required to play roles in various scenarios to improve emergency response capabilities. The key of the module setting is that the response time to safety accidents is not more than 15 minutes, and the accuracy of routine health inspection is more than 90%. Educational activity design provides a series of teaching activity design principles. Teachers need to master the theory of multiple intelligences, take creative activities as the guidance plan, including language, art, science outdoor activities, etc., to ensure the balanced development of each field [3]. The setting requirement of each semester packaging course is to design at least 10 teaching cases with complete activity process and implement them. Evaluation and reflection the combination of formative evaluation and summative evaluation is used to evaluate the effect of packaging course. Teachers should not only reflect on their own teaching behavior, but also analyze the performance of children in activities to adjust and optimize teaching strategies. The packaging course requires teachers to submit regular teaching reflection and evaluation reports, including the achievement of the objectives of each activity and the results of children's feedback, with the aim of promoting the growth of teachers. Through a series of design and implementation, the packaging training course not only pays attention to the transmission of knowledge, but also emphasizes the cultivation of practical ability. The interaction of teachers in the packaging training course is an

important factor to improve the training effect.

2. Overview of Early Childhood Care Education

Early childhood care is an important part of ensuring that children's physical and mental health development is supported accordingly [4]. Its goal is to promote the development of children in many fields such as cognition, emotion, society, language and sports. This process depends on the family environment and also benefits from the guidance of professional educators. Early childhood care education emphasizes the 'child-centered' education concept, encourages independent learning, and helps children build self-confidence and positive interpersonal relationships. [5] At the practical level, child care involves a variety of teaching methods. By introducing rich game activities, children's curiosity is stimulated and their interest in learning is enhanced. In the design and selection of teaching aids, it is usually necessary to consider their suitability, interest and safety, such as wooden, sharp-edged assembled toys, which are convenient for children to operate. Under the guidance of teachers, preschool children promote the development of social skills through group activities, discussion and feedback. Teachers use the observation record method to regularly evaluate children's behavior, design personalized learning plans for each child, and ensure that they receive appropriate support in the appropriate learning stage. In terms of emotional education, teachers should pay attention to emotional communication, build trust relationship through positive emotional response, and promote children's emotional expression ability. By using situational teaching method, we can shape different situations, let children learn problem-solving methods in simulated life, and enhance their ability to cope with real life [6]. Teachers should pay attention to the richness of vocabulary and the diversity of context, and stimulate children's language expression ability through picture books, stories and other forms. In practical applications, activities such as reading aloud and role-playing can be designed to help children express their self-confidence and improve their understanding ability. In terms of physical education, early childhood care should be based on dynamic and interesting sports activities. Through collective games, children's physical coordination ability,

team cooperation consciousness and rule consciousness are promoted, and their physical quality is enhanced. The design of activities should be combined with the development level of children, as diverse as possible, to stimulate children's active participation. Through real-life simulation, role-playing and other forms, children can learn basic safety knowledge. Teachers should regularly organize safety knowledge lectures and emergency drills to help children understand safety hazards and master countermeasures to promote the formation of their self-protection awareness. In terms of home-school cooperation, teachers should actively communicate with parents, establish a home-school interaction mechanism, share children's growth dynamics, and jointly focus on children's mental health. Regularly organize home-school co-construction activities, provide guidance on parenting knowledge and health management, listen to the needs of parents, and achieve synergy in educational goals.

3. Teachers Training Packaging Course Demand Analysis

The demand analysis of packaging training courses for teachers aims to determine the specific knowledge and skills required by the training teachers of early childhood care education, so as to improve the professional ability of teachers in the design and implementation process. [7]. Teachers need to master the understanding of children's psychological development, nutrition, educational psychology and relevant laws and regulations, especially the relevant policies of early childhood education, and require strong legal awareness and educational responsibility. [8]. According to the requirements of packaging training courses, the coverage of psychological development knowledge should reach more than 80 %, nutrition and educational psychology each account for 15 %, and laws and regulations account for 5 %. The specific practical skills cover children's daily care and emergency rescue. The training cycle is 4 weeks, and the actual operation ability of teachers is required to reach 95% qualification rate. Communication skills include parental

communication and teamwork, and a two-week scenario simulation is required. The evaluation criteria are 90 % of effective communication cases. The packaging training course needs to be divided into basic knowledge module, practical skills and evaluation feedback. The basic knowledge is 15 hours a week for 6 weeks, covering psychological development, nutrition and health, education policy, etc. The curriculum goal is to pass more than 85 % in the assessment. The practical skills lasted for 4 weeks, 12 hours a week, focusing on training nursing skills and first aid skills, and requiring that the qualified rate of practical examination should not be less than 90 %. The evaluation feedback ensures that each teacher has more than 90 % effective feedback on knowledge and skills assessment through the test after the end of each unit. In the process of teacher training, it should be ensured that the lecturer has relevant professional qualifications, and the teaching experience is not less than 5 years. In terms of resource allocation, it is necessary to equip practical classrooms, simulation environments, and training equipment to ensure that every five teachers are equipped with one teaching assistant to strengthen the training effect. In terms of material preparation, it is necessary to prepare lesson plans, video materials and personal learning manuals in advance. After the end of the packaging training course, through multi-dimensional evaluation, the theoretical assessment accounted for 40 % of the overall score, the practical skills accounted for 40 %, and the feedback questionnaire accounted for 20 %. The theoretical assessment should reach more than 80 points, the practical skills should reach more than 90 points, and the satisfaction of the feedback questionnaire should reach more than 85 %. According to the evaluation results, timely feedback the content of the packaging training course. Build teacher feedback channels to facilitate the collection of teaching effect data, implement dynamic adjustments to adapt to changing educational needs, and ensure that teachers can obtain the latest educational concepts. It is expected that a comprehensive assessment will be conducted every semester to ensure that the fitness of the packaging course is not less than 90 %.

4. Packaging Course Design and Development Principles

The design and development of packaging

courses for preschool education training teachers must follow specific principles to ensure the scientificity, systematicness and effectiveness of packaging courses[9]. It is necessary to clarify the objectives and contents of the packaging course to ensure that it meets the national standards and the needs of children 's physical and mental development. The goal should be set to be specific and measurable, such as improving teachers' understanding of emotional management of children under 5 years of age by more than 85 %. The selection of packaging course content should take into account the latest research results in the field of child care, including basic theory, practical skills and case analysis. In order to achieve this goal, the design should include: theoretical module, practical module, and reflection and evaluation module[10]. Each module should set clear learning objectives. The arrangement of class hours should be reasonable and balanced. Based on the actual work of the kindergarten, the recommended class hours are 6 hours a week, divided into 3 days to ensure that students can apply the knowledge they have learned in practical work. Each class hour is controlled within 2 hours to improve the learning effect of students. The teaching method design adopts diversified teaching modes, such as flipped classroom, situation simulation and group discussion. The proportion of flipped classroom is set to 40 %, the proportion of situational simulation is 30 %, and the proportion of group discussion is 30 %. Each teaching method should be aimed at different learning objectives to improve students ' practical ability. Combined with formative and summative assessment, formative assessment was carried out through in-class tests, observation records, participation, etc., with a proportion of 40 %; the summative assessment can pass the theoretical examination and operation skill evaluation at the end of the packaging training course, and the evaluation ratio is 60 %. This double evaluation mechanism can fully reflect the students ' mastery. In the process of packaging training course development, teachers ' professional development should also be the focus of attention. To participate in the establishment of professional training and discussion mechanisms for teachers,

including regular teaching and research activities and experience sharing meetings, which are carried out quarterly to promote the updating of teachers' theoretical knowledge. The course design of packaging training should be continuously evaluated and adjusted after implementation, and feedback from students and teachers should be collected. It is suggested that a questionnaire survey should be conducted every semester to adjust the content and teaching methods of packaging courses. Using online platforms and digital tools to achieve resource sharing, interactive learning and remote guidance. Build a learning management system to achieve integrated management of packaging course materials, recording videos, online evaluation, etc., effectively integrate resources, and improve teaching effectiveness.

5. Conclusion

In the structure of packaging course, a hierarchical and progressive group design is adopted, including basic knowledge, psychological development, practical skills and home-school co-education. Basic knowledge covers the theory of early childhood development, focusing on knowledge transfer and theoretical guidance. Psychological development is divided into children's psychological development and common psychological problems coping strategies, through case analysis and group discussion to deepen understanding. Practical skills focus on practical training, including daily nursing, game planning, etc., and improve practical ability through situational simulation. Home-school co-education focuses on the interaction model between parents and teachers and effective communication skills. In the implementation stage, the teaching method of combining theory with practice, classroom teaching, case analysis and group activities are combined to improve the teaching effect through project-based learning and on-site training. In classroom teaching, teachers pay attention to the combination of theory and practice, and use actual cases to enhance students' understanding ability. Group activities use group discussions and role-playing to enhance students' sense of participation and ensure that the content of packaging training courses is deeply practiced. The periodic evaluation is mainly based on group work and personal reflection records, which not only tests students' mastery of knowledge, but also

provides them with opportunities for self-feedback. The final evaluation forms a multi-dimensional evaluation system through the implementation report of the packaging training course, the evaluation of the training performance and the feedback of parents, so as to ensure the comprehensive consideration of teachers' professional ability. The sustainable development and continuous optimization of packaging training courses is particularly important. Regular review of packaging training courses will combine the theory and practice of emerging early childhood education to ensure the adaptability of packaging training courses. Establish a teacher learning community, promote information exchange, further enhance the professional ability of the education team, and achieve the overall progress of the child care packaging curriculum.

References

- [1] Qi Quan, Zhang Genjian. Capture the complete scene and broaden the horizon of observation. *Educators*, 2023, 28-29.
- [2] Yang Jing. Research on the construction of evaluation index system of teaching ability of teachers majoring in childcare in secondary vocational schools., 2023, 24-25.
- [3] Wegissa. Innovation and entrepreneurship education model of childcare major in secondary vocational schools serving regional economic development. *Asia Pacific Education*, 2024, 17-20.
- [4] Liu Huijin. Research on the dilemma and countermeasures of professional development of teachers majoring in childcare in secondary vocational schools., 2022, 10-15.
- [5] Lu Yanyuan, Wang Fang, Pan Li. Discussion on the design of interdisciplinary entrepreneurship education curriculum and training platform in colleges and universities. *Journal of Southwest Forestry University (Social Science)*, 2018, 102-106.
- [6] Guo Dandan. Research on the curriculum setting of early childhood care in secondary vocational schools under the background of professional

- transfer., 2023, 26-31.
- [7] Yu Mingjiang, Gao Qiongyan. The construction of preschool teachers in Sichuan Xizang area from the perspective of competency. Journal of Shaanxi Preschool Normal University, 2018, 20-23.
- [8] Liu Dicui. Infiltrating professional ethics education into secondary vocational students in the teaching of infant hygiene. Modern vocational education, 2017, 181.
- [9] Zeng Yuexia. To construct a competency-based practical curriculum system for preschool education in higher vocational colleges. Journal of Yunyang Teachers College, 2015, 125-127.
- [10] Guo Ruiqing. Attach importance to the group cooperative learning mode to improve the efficiency of junior high school history teaching. Reading, Writing and Calculating, 2018, (33): 73.