

## Discussion and research on the dilemma and optimization of primary education major curriculum reform under the concept of selective education

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**Keywords:** Selective education; Primary School Education; Professional courses; Reform dilemma; optimization

**Abstract:** As an important branch of the current professional system in colleges and universities, the significance and value of the curriculum reform of primary education plays an important role in the future development of compulsory education. The primary education major has brought the teaching contents of the first grade of primary school such as Chinese Pinyin, Chinese character writing and mathematical operation into the teaching activities in advance, and even turned the preschool class of primary education major into the preparatory class of primary school, and its curriculum system is very unscientific. Therefore, teachers' autonomy and teaching level are controlled by standardized teaching mode. Summarize the main characteristics and existing problems, and analyze the problems, so as to prepare for the professional certification of teachers' colleges. The education in primary school is related to the future development of children. The establishment of primary education majors in universities is to cultivate excellent primary school teachers and serve basic education. Therefore, the establishment of primary education majors should be more scientific, reasonable, and effective. The curriculum reform of primary education majors based on the concept of selective education is a positive innovation and exploration that combines the current characteristics of students and the future development trend of education, striving to drive curriculum reform through providing satisfactory education for students. In order to promote the comprehensive growth and professional development of students majoring in primary education.

### 1. Introduction

As an important branch of the current professional system of colleges and universities, the primary school education major has the significance and value of curriculum reform and plays an important role in the future development of compulsory education [1]. It is an important platform for the country and the educational community to cultivate high-level primary school teachers, and plays a vital role in educational work in the field of basic education. The primary school education major has incorporated first-grade teaching content such as Chinese pinyin, Chinese character writing, and mathematical operations into teaching activities in advance, and even turned the preschool class of the primary education major into a primary school preparatory class. The curriculum system is very unscientific [2]. Therefore, teachers' autonomy and teaching level are controlled by standardized teaching models. The focus of normal student learning is not content knowledge or teaching ability, but a skill experience that can lead to effective behavior among students [3]. Before integrating the concept of selective education into the reconstruction of the curriculum system of primary education major in colleges and universities, we need to systematically sort out the current situation of the curriculum setting of primary education major in colleges and universities. Summarize the main characteristics and existing problems, and analyze these issues to prepare for the professional certification of teachers' colleges [4]. Based on the primary education major and guided by the concept of selective education, this study explores the problems existing in the curriculum reform of primary education major, and discusses the optimization path of its reform, in order to break the discipline-based and teacher-based curriculum setting of the original major [5]. The focus will be shifted to the cultivation of students' professional

ability and professionalism, so as to provide students with more selective education services with high quality and characteristics, thus making a useful reference for the curriculum reform of primary education majors [6].

There are different opinions about the research on the management of educational practice courses for primary education majors, and the training modes of primary education majors in colleges and universities all over the country are also different, and a unified theoretical system has not been formed. Basic education is a national quality education for all students and the cornerstone of social development [7]. Education in primary school is related to children's future development. The purpose of setting up primary education specialty in colleges and universities is to train excellent primary school teachers and serve basic education, so the setting of primary education specialty should be more scientific, reasonable and effective [8]. Graduates of undergraduate programs in primary education have also reported that many of the knowledge learned during their studies is not closely related to actual primary education teaching [9]. The educational practice courses offered during their school years do not truly provide students with adequate experience, and their benefits for future work are not particularly significant. The curriculum reform of primary education majors based on the concept of selective education is a positive innovation and exploration that combines the current characteristics of students and the future development trend of education, striving to drive curriculum reform through providing satisfactory education for students [10]. In order to promote the comprehensive growth and professional development of students majoring in primary education, it is essential to implement effective strategies and support systems.

## **2. The dilemma of curriculum reform in primary education majors under the concept of selective education**

### **2.1. Lack of selection value guidance**

Despite the continuous deepening of curriculum and teaching reforms, education has increased learners' choices and provided them with opportunities for autonomous selection. The teacher community lacks sufficient decision-making power in teaching arrangements and curriculum development, which is not conducive to the improvement of teachers' ideological enthusiasm, nor is it conducive to the continuous learning of teachers' professional knowledge, and it also hinders the deep promotion of primary education curriculum reform. In the colorful life, children are constantly experiencing vivid and interesting changes. If we think carefully, it is not difficult to find that in life, multiple fields such as health, language, science, art, and society are naturally integrated. Educational theory itself has the character of practice. The solution and research of real educational practice problems cannot stop at an experiential understanding, but also require the nourishment of profound educational theories. Therefore, knowing students, understanding students, and mastering the basic laws of students' growth and psychological development are basic qualities that every qualified teacher must possess. Teachers and leaders of the School of Basic Education attach great importance to the cultivation of students' teaching practical abilities, but there are still big problems in the current curriculum and curriculum management. However, most students have not received guidance on choice values or lack rational guidance on choice values. In school education, students' task becomes learning the "useful knowledge" that has been selected for them, rather than making choices based on their own preferences.

### **2.2. The curriculum system is relatively simple**

The expansion of education scale and the modern education system established by it, under the teaching organization form of class teaching system, make the difference become the starting point of education and become nothingness, and the standardized "identity" naturally usurps the foundation of all educational activities. Therefore, to return to the thing itself is to return to the fact itself, to face the fact directly, to return to the true colors of things that have not been defined by concepts, and then to find the meaning of "fullness" with infinitely rich connotations displayed by the phenomenon. Due to the lack of corresponding programmatic documents as guidance, at present,

practical courses and theoretical courses are still in a very unequal position, and practical courses are difficult to occupy the core position, and the marginalized status has not changed fundamentally. The goal of educational practice curriculum management for major of science and education is related to each management link of curriculum setting, curriculum implementation and curriculum evaluation. Therefore, the first problem to be solved in the management of educational practice courses is to formulate the objectives of the management of primary educational practice courses. Students' passive acceptance of courses arranged by teachers and schools often fails to evoke their spiritual resonance and conscious actions. It is more difficult to discover students' shining points and interests, and the students cultivated generally lack creativity and autonomy, unable to adapt to the diverse needs of society. Without conscious awareness, it is impossible to implement it into action. Taking educational psychology as an example, it is a theoretical and fundamental discipline within the field of education. However, from the perspective of textbooks in various disciplines of higher education in China, its textbooks are relatively outdated, lagging behind the development of the education discipline and lacking updates.

### 3. Optimization Path of Curriculum Reform in Primary Education Major under the Concept of Selective Education

#### 3.1. Update educational concepts and activate professional intrinsic motivation

Selective education is a reasonable teaching demand, a product of the development of the times, and has strong vitality. The concept of selective education emphasizes that human development is the purpose of education, which is consistent with the quality education we currently emphasize. At the same time, the long-term implementation of the administrative system in colleges and universities, coupled with the relatively strict implementation of administrative instructions, has also led to serious homogeneity in the overall arrangement and teaching content of primary education majors in major colleges and universities. The content of education is highly consistent and unified, without highlighting the unique advantages and differences of primary education majors in colleges and universities, which makes the graduation level of students not much different and intensifies market competition. The ranking of the importance evaluation of primary school teachers' professional knowledge. As shown in Tables 1, 2 and 3.

Table 1 Average rank of importance evaluation of knowledge literacy of primary school teachers

Subject	Average rank
A49 Knowledge about Students	3.32
Knowledge of subjects taught in A49	2.91
Knowledge of A49 Educational Psychology	2.76
Knowledge of A49 teaching content	3.37
Knowledge of A49 Class Management	3.66
A49 Humanities and Natural Knowledge	5.01

Table 2 Average rank of importance evaluation of primary school teachers' abilities and qualities

Subject	Average rank
A52 Ability to interpret teaching materials	2.43
A52 Ability to implement classroom teaching	2.38
A52 Course Discipline Management Ability	3.78
A52 motivates and evaluates students' abilities	3.77
A52 Ability to communicate with parents	5.02
A52 Teaching reflection and research skills	3.67

Table 3 Average rank of importance evaluation of professional development pathways for primary school teachers

Subject	Average rank
A55 improve your own study.	2.45
A55 intramural competition activities	4.24
A55 University experts help guide.	3.93
A55 Attend lectures and evaluate classes at the same time	3.56
A55 Go out for training and study.	3.37
A55 Participation in Teaching Research	3.44

Make full use of children's unique cognitive styles to adjust our curriculum, allowing them to gain diverse experiences through their own exploratory and practical activities. Adapt the curriculum to align with children's cognitive styles and integrate it naturally. In the phenomenological sense, practice is such a living world that education is always in a state of occurrence, practice, and realization in the world of educational life. Therefore, it is necessary to enter the life world of education and gain the meaning of education through life experience. Without attention to the educational context and experience of educational practice, there will be no true education. Taking educational internships as an example, although colleges and universities attach special importance to this educational practice course in their curriculum settings. But in fact, colleges and universities do not regard educational internship as a key course, but only as a link of practical teaching. By updating educational concepts, we can stimulate the reform motivation of professional construction, enhance the connotation construction of the profession, actively adapt to social needs, and promote the further development of primary education undergraduate majors, thereby adapting to the needs of primary education and teaching work.

### 3.2. Innovative curriculum system to meet students' choice needs

As the carrier to realize the training goal, curriculum system is the key to talent training. The promotion of curriculum management consciousness requires us to face up to curriculum management first, which is a very broad concept. However, people treat it narrowly. Many people think that curriculum management has little to do with themselves and is influenced by the three-level curriculum management model. Schools, school leaders and teachers ignore the importance of curriculum management, which leads to a weak awareness of curriculum management. In reality, at present, the curriculum of primary school students' education is mainly taught by different subjects, while students majoring in primary education with weak professional ability cannot get better employment, which in turn is not conducive to recruiting follow-up students for primary education majors in colleges and universities. But children's development should be viewed from a long-term perspective. Therefore, in the process of curriculum integration, we should also look at the problem from a long-term perspective. In a short time, it may seem that the educational objectives in various fields cannot be balanced, but they have naturally been unified for a long time. However, based on the current situation, many universities' theoretical teaching still remains at the level of pure theoretical preaching, and teachers cannot integrate case analysis, scenario setting, problem solving, etc. into the classroom. The form of practical teaching is simple observation, hands-on operation, or teaching in place of the instructor. For example, in the cultivation of Chinese language students, courses such as primary school Chinese language education psychology and analysis of Chinese language curriculum reform concepts should be added as core professional courses. Add optional courses such as the basic theory of children's literature and literary knowledge to cultivate students' interests, adapt to their development, and improve their core professional abilities.

## 4. Conclusions

Great achievements have been made in the development of primary education specialty so far, which has sent a lot of teaching front-line talents for the basic education stage. At present, primary

education majors in normal universities and comprehensive universities attach importance to the training of educational practical skills and constantly improve the curriculum of educational practice for primary education majors. Therefore, under the inculcation of the concept of selective education, colleges and universities should actively refine and classify the curriculum structure components of primary education majors according to their own school-running characteristics and the gap of local primary school teachers. The organic combination of market differentiation and students' individualization is the driving force for further reform. Secondly, the characteristics of physical and mental development of primary school children, the nature and mission of primary school education. There are specific requirements for the role positioning, quality structure, and professional traits of primary school teachers that are different from those of teachers in other stages. These requirements require practical attention and the development of professional qualities through practice. In this way, when students make independent choices at every stage of their growth and different academic stages, they will pay attention to their own changes in the growth process and discover their differences from others, thus continuously promoting their professional development and improving their own literacy. On the other hand, it can compensate for the singularity of the previous curriculum structure, increase the selectivity of course types, expand and innovate the curriculum structure, improve the employment rate of universities, and further maintain the advantage of universities in cultivating primary education majors.

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