

Construction of the Teaching Model for the Course “Preschool Children’s Games” Under the “Full Practice” Concept

SUN Yanyong

Hefei Normal University, Hefei, China

Play is the basic activity and main learning method for young children, and the future preschool teachers’ theoretical literacy in games and practical guidance capabilities are directly related to the all-round physical and mental development of young children. In response to the current problems in the teaching of the course “Preschool Children’s Games”—such as the lack of systematic planning of objectives, overemphasis on theory while neglecting practice in teaching content, single teaching methods, disconnection between theoretical classrooms and practical training, crude curriculum evaluation mechanisms, and backward practical training platforms and management systems—this paper proposes to reconstruct the curriculum system and improve the curriculum teaching guarantee mechanism. In terms of the curriculum system, it constructs a diversified and organically integrated curriculum objective, a “one-core, three-dimensional, four-stage” curriculum content framework, a teaching system of “learning by doing, thinking while learning, and innovating through thinking”, and a closed-loop evaluation mechanism for practical ability implementation featuring “five-party collaboration”. For curriculum teaching guarantee, specific suggestions are put forward from the aspects of constructing a university-kindergarten collaborative education mechanism, building a “double-qualified” teaching team, and developing resources and platforms. Through the construction of the teaching model for the course “Preschool Children’s Games” under the “Full Practice” concept, it is expected to enhance the effectiveness of the curriculum teaching of preschool education majors, thereby improving the quality of talent training in preschool education.

Keywords: “Full Practice” concept, “Preschool Children’s Games”, curriculum teaching model

As the basic activity and main learning method for young children, play plays an irreplaceable role in promoting their all-round physical and mental development. As a core professional course for preschool education majors, the teaching quality of “Preschool Children’s Games” is directly related to the future preschool teachers’ theoretical literacy in games and practical guidance capabilities. In 2021, the Ministry of Education issued the Standards for Teachers’ Professional Competencies of Normal Students Majoring in Preschool Education (Trial), which puts forward specific requirements for pre-service preschool teachers in four aspects: “ability to practice teachers’ ethics”, “teaching practice ability”, “comprehensive education ability”, and “independent development ability”. All these requirements emphasize “the unity of knowledge and action” and

Acknowledgment: This work was supported by the Anhui Provincial Quality Engineering Project for Institutions of Higher Education: “Exploration of Practical Teaching in Preschool Education Professional Courses Under the ‘Full Practice’ Concept—Taking ‘Preschool Children’s Games’ as an Example” (2022jyxm1291).

SUN Yanyong, Master, Associate Professor, College of Educational and Psychological Development Sciences, Hefei Normal University, Hefei, Anhui Province, China.

“the integration of teaching, learning and doing”, indicating that practicality is an important feature of talent training in preschool education majors (Ren & Yang, 2025). However, the current teaching of the course “Preschool Children’s Games” faces many problems: the cultivation of target abilities is oversimplified, lacking systematic planning and clear positioning of practical teaching objectives; the teaching content overemphasizes theory while neglecting practice, resulting in students’ insufficient in-depth understanding of play and practical operation capabilities; the teaching methods are single, with obvious separation of teaching scenarios, and the disconnection between theoretical classrooms and practical training makes it difficult to form a coherent training chain; the curriculum evaluation mechanism is crude, excessively relying on summative evaluation while ignoring process-oriented evaluation, with single evaluation subjects and forms, vague evaluation standards, and insufficient attention to students’ practical abilities such as solving practical problems; the practical training platforms and management mechanisms are backward (Yang, 2021; Wang, 2021; Hu & Chang, 2025). These problems lead to the situation where graduates, although mastering certain game theories, struggle to effectively observe, guide and support young children’s play activities (Wang, 2017; Ma & Fan, 2021). Based on this, under the guidance of the “Full Practice” concept, this study reconstructs the curriculum teaching system of “Preschool Children’s Games” and proposes a sound curriculum teaching guarantee mechanism, aiming to enhance the effectiveness of curriculum teaching for preschool education majors and thereby improve the quality of talent training in this field.

The Coupling Between the “Full Practice” Concept and the Course “Preschool Children’s Games”

The “Full Practice” concept refers to systematically positioning and coordinating all practical links throughout the professional development of preschool teachers as an integrated whole (Nong, 2014). It emphasizes the comprehensiveness, thoroughness, and all-round nature of practice in teacher education (Qin, 2006). The coupling between the “Full Practice” concept and the nature of the course “Preschool Children’s Games” is corely reflected in their high alignment and mutual support across three key dimensions—“practice orientation, competency-based approach, and real-scenario focus”—forming an education closed loop where theory and practice are deeply integrated.

Coupling of Core Objectives: Both Centered on “Practical Competency Cultivation”

Essentially, the “Full Practice” concept breaks the traditional model of “separating theory from practice.” It takes “full-cycle, immersive practice” as the carrier to cultivate the professional competence of preschool education students, with the ultimate goal of enabling them to “know how to do, be able to do, and do well”. The course “Preschool Children’s Games” is not a purely theoretical course but an applied course integrating “theoretical and practical attributes”. Its core objective is to equip students with practical skills in “game design, organization, observation, guidance, and reflection”, rather than merely memorizing “game theories”. Both are oriented towards “competency implementation” rather than “knowledge indoctrination”, sharing a high degree of goal consistency.

Coupling of Content Logic: Both Emphasize “Real Scenarios and Problem-Solving”

The “Full Practice” concept requires teaching content to align with the actual job demands of kindergartens, taking real-world problems in frontline practice (e.g., “how to guide introverted children to participate in games”) as the starting point, and avoiding “empty theories”. The content of “Preschool Children’s Games” is inherently

rooted in kindergarten game practice—from “game material provision” to “game conflict mediation”, and from “individual game observation” to “group game organization”, all centered on real kindergarten game scenarios. It is impossible to discuss “game principles” in isolation from practice. Both take “real scenarios” as the content carrier and “problem-solving” as the logical thread, boasting strong content relevance.

Coupling of Implementation Processes: Both Follow the Cyclical Logic of “Practice-Reflection-Improvement”

The “Full Practice” concept emphasizes that “practice is not a subsidiary of theory” but a core link running through the entire teaching process. It requires students to identify problems in practice, analyze them with theoretical support, and optimize practice through reflection, forming a closed loop of “practice → reflection → re-practice”. The acquisition of skills in “Preschool Children’s Games” must rely on this “practice-reflection” cycle—students first attempt to organize games in simulated/real scenarios, then reflect on shortcomings through observation records, teacher comments, and peer evaluations, and finally adjust strategies for re-practice to truly master game guidance capabilities. The two are highly consistent in implementation paths, with “dynamic practice + in-depth reflection” as the core mechanism for competency improvement.

Coupling of Evaluation Orientation: Both Focus on “Process-Oriented and Practical Evaluation”

The “Full Practice” concept opposes judging merit solely by “test scores”, emphasizing that evaluation should cover the entire practice process and focus on students’ performance in practice (e.g., operational standardization, problem-solving ability, and depth of reflection). The evaluation of “Preschool Children’s Games” cannot be fully measured by “written examinations” but must rely on process-oriented evaluation—such as the implementation effect of game plans, the professionalism of game observation reports, and feedback from frontline kindergarten teachers on students’ game guidance—all targeting “practical performance” rather than “theoretical memory”. Both take “practical performance” as the core evaluation criterion, forming a closed loop between evaluation orientation and education goals.

Integrating the “Full Practice” concept into the teaching of “Preschool Children’s Games” means breaking the fragmented model of “theoretical courses + intensive internships”, embedding practice into every link of the course. It is not a simple addition of practical sessions but a systematic reconstruction of the course teaching model. By eliminating the barrier between classroom theoretical teaching and kindergarten game practice, students can “learn by doing”, “teach through playing”, and “reflect through research”, achieving the integrated development of theoretical cognition and practical capabilities.

Construction of the Teaching Model for the Course Preschool Children’s Games Under the “Full Practice” Concept

Reconstruction of the Course Objectives for “Preschool Children’s Games” Under the “Full Practice” Concept

Guided by the “Full Practice” concept, the objectives of “Preschool Children’s Games” should shift from mere knowledge transmission in the past to the organic integration of knowledge, abilities, literacy, and innovation.

- **Knowledge Construction Objectives:** Mainly include understanding the basic concepts of children’s games and the typical characteristics and differences of games among children of different age groups. The key is to connect theoretical knowledge with actual game behaviors observed in kindergartens and conduct analysis.

- **Ability Development Objectives:** Primarily cover abilities in observing and analyzing children’s games, designing and organizing games, guiding and evaluating games, etc. Through the “practice-reflection-re-practice” model, skills are repeatedly refined in real or simulated educational scenarios.
- **Comprehensive Literacy Objectives:** Focus on fostering a scientific view of children and games, awareness of reflection and research, humanistic care, and professional dedication. Through immersive experiences and reflection, the educational philosophy of “child-centeredness” is internalized.
- **Practical Innovation Objectives:** Mainly involve abilities in integrating games with courses and developing and utilizing game resources. Through project-based game activities and real interactions with kindergartens, students’ ability to innovatively solve practical problems is enhanced.

Integration of the Course Content for “Preschool Children’s Games” Under the “Full Practice” Concept

Centered on “cultivating normal students’ game guidance capabilities”, a three-dimensional content system of “theoretical foundation—practical operation—reflective research” is constructed. The content is decomposed into four stages: “introduction—advancement—proficiency—improvement”, to achieve spiral progression.

Module 1: Theoretical Foundation—Theory Derived from Observational Practice

Breaking the traditional model of “pure theoretical indoctrination”, theoretical knowledge is divided into three parts: “core concepts + case analysis + practical orientation” to realize “theory serving practice”. For example, regarding the characteristics of game development across age groups, practical activities such as matching “age group—game type—guidance strategy” cards and filming game videos of children of different ages with key behavior annotations are designed to enhance the practicality of theoretical knowledge.

Module 2: Practical Operation—Theory Guiding Practice, Practice Verifying Theory

Targeting the core skills of kindergarten game guidance, the module is designed following the path of “individual skill training—scenario simulation”, focusing on three key abilities: “being able to observe, create, and guide”. For instance, game observation and analysis skills are developed through simulating observations of “normal students role-playing children’s game behaviors” in on-campus training centers to complete observation records, and conducting real-scenario observations of one child in a kindergarten to submit an observation report with analysis.

Module 3: Comprehensive Practical Application—Practice Moving Towards Integration and Innovation

Taking “complete game projects” as the carrier, this module integrates skills from the previous two levels and conducts “full-process practical application” to strengthen the integration of “learning—doing—applying”. For example, in project-based game activity design, students work in groups to complete the entire process from environment planning, material lists, and activity design to family-kindergarten guidance plans.

Module 4: Reflective Research—Reflection Driving Practice Towards Research

Reflection and research are embedded throughout the entire practice process to cultivate normal students’ professional growth capabilities. For example, in small-scale practical research, students are required to complete a small research report covering “problem proposal—research design—data collection—conclusion analysis”.

Reform of Teaching Methods for “Preschool Children’s Games” Under the “Full Practice” Concept

The reform of teaching methods is the core of the “Full Practice” teaching model. It requires breaking the “theory-centered teaching” model and constructing a teaching system of “learning by doing, thinking while learning, and innovating through thinking”, with real practical scenarios as the carrier, post capabilities as the core, and reflection and improvement as the link. Details are shown in Table 1.

Table 1

Teaching Methods and Practical Values of the Course “Preschool Children’s Games” Under the “Full Practice” Concept

Teaching Methods	Objectives	Specific Forms	Practical Values
Scenario-Based Immersive Experience	Make practice “authentic”	Kindergarten-InResidence Teaching Simulated Scenario Teaching	Address the “disconnection between theory and scenarios” and enable students to intuitively understand “what kind of games young children need”
Task-Driven Practice	Make learning “dynamic”	Basic Tasks Advanced Tasks Comprehensive Tasks	Transform abstract “game design and guidance” into specific tasks, enhancing students’ problem-solving abilities and job adaptability
Case Study and Discussion Teaching Method	Make reflection “in-depth”	Case Introduction Group Discussion Review and Summary Observe the Mentor’s Demonstration	Avoid “theoretical dogmatism” and enable students to “flexibly apply theories to solve complex practical problems”
Mentorship Pairing Teaching Method	Make guidance “targeted”	Practice with the Mentor’s Guidance Practice Independently and Receive Mentor’s Evaluation	Break down the barrier between “university training” and “job requirements”, making students’ practical skills more in line with kindergarten realities
Reflective Journal Teaching Method	Make growth “visible”	Descriptive Recording Improvement Planning	Cultivate students’ “self-reflection abilities” and transform practical experience into sustainably improved professional competencies

The core logic of these teaching methods lies in “taking practice as the center to connect theory, skills, and reflection in a coherent thread”. Ultimately, it realizes the transformation of the course “Preschool Children’s Games” from “knowledge transmission” to “competency cultivation”, which aligns with the requirement of the “Full Practice” concept for “cultivating practical preschool education talents”.

Update of the Curriculum Evaluation System for “Preschool Children’s Games” Under the “Full Practice” Concept

Under the “Full Practice” concept, the curriculum evaluation system of “Preschool Children’s Games” must undergo a fundamental reform. It should no longer be a single assessment of theoretical knowledge; instead, it must abandon the practice of “determining success or failure with one test paper” and construct a comprehensive evaluation system that runs through the entire process, focuses on the process itself, and aims for development.

1. Specific Evaluation Dimensions and Content: Focusing on “the Implementation of Practical Competencies”

The purpose of evaluating “Preschool Children’s Games” under the “Full Practice” concept should shift from “judging scores” to “promoting the growth of reflective practitioners”. Therefore, the specific evaluation dimensions and content should focus on students’ practical competencies. Details are shown in Table 2.

2. Application of Evaluation Results: Serving the Goal of “Competency Improvement”

The feedback of evaluation results for the course “Preschool Children’s Games” is a crucial and most educationally meaningful link in the entire evaluation system. It is no longer simply informing students of a score or grade, but a continuous, dialogical learning process centered on promoting development. Its core goal is to help students understand their current level, target level, and improvement strategies. Based on this, the application of evaluation results should achieve the following:

Firstly, personalized feedback: Based on the evaluation results, issue a “Practical Competency Diagnostic Report” to each student, clarifying their strengths and areas for improvement, and providing specific

improvement suggestions (e.g., “Need to enhance the accuracy of game observation; it is recommended to practice the time sampling method more frequently”).

Secondly, continuous improvement of curriculum teaching: Collate data from various evaluation subjects, analyze the weak links in curriculum teaching (e.g., “Students generally score low in ‘the ability to regulate children’s conflicting behaviors during games’”), and then adjust the curriculum content and teaching methods (e.g., increase the number of simulated practice sessions on conflict mediation).

Thirdly, practice-oriented incentives: Establish awards such as the “Best Game Practice Award” and “Excellent Reflective Journal Award” to motivate students to attach importance to the cultivation of practical competencies.

Under the “Full Practice” concept, the feedback of evaluation results is a carefully designed, diversified, and continuously dialogical teaching activity. Its ultimate purpose is not to judge, but to empower—endowing students with the ability and habit to clearly understand themselves, and to continuously improve and develop.

Table 2

Evaluation Dimensions and Criteria for the Course “Preschool Children’s Games” Under the “Full Practice” Concept

Evaluation Dimensions	Evaluation Content	Key Evaluation Criteria
Practical Operation Dimension	Game Plan Design	Whether the plan conforms to children’s age characteristics and is operable (including material list, safety plan, and session design)
	Game Organization and Implementation	Whether the game can be carried out in an orderly manner; whether sudden problems (e.g., children’s disputes, lack of interest) can be flexibly addressed; whether verbal guidance is concise and appropriate
	Game Material Preparation	Whether materials can be independently produced/selected according to the game theme; whether materials meet young children’s developmental needs
	Game Observation and Recording	Whether tools such as “anecdotal record method” and “time sampling method” can be used to accurately record children’s game behaviors
Reflection and Improvement Dimension	Quality of Reflective Journals	Whether practical problems can be analyzed with game theories; whether specific improvement plans are proposed; whether reflection is in-depth (rather than a mere chronological account)
	Case Analysis Ability	Whether knowledge from the course “Preschool Children’s Games” (e.g., game development stages, teacher guidance principles) can be applied to analyze real cases and propose reasonable solutions
Team Collaboration Dimension	Performance in Summary Reports	Whether the practice process, problems, and gains can be clearly elaborated in practice achievement reports; whether the logic is coherent
	Role Participation	Whether tasks (e.g., plan writing, material production, on-site organization) are actively undertaken
	Collaborative Contribution	Whether peers’ opinions can be listened to; whether group differences can be effectively resolved through communication; whether substantive support is provided for team goals
Theoretical Foundation Dimension	Situational Essay Questions	Given scenarios such as “young children repeatedly knocking down their works in constructive games”, students are required to analyze the causes with theories and propose guidance strategies
	Theoretical Application Questions	Explain the specific application methods of game theories (e.g., Vygotsky’s Zone of Proximal Development theory) in “young children’s game guidance”

Guarantee Mechanisms for the Teaching Practice of the Course “Preschool Children’s Games” Under the “Full Practice” Concept

Under the “Full Practice” concept, the development of resources and platforms for the course “Preschool Children’s Games” is no longer a simple auxiliary support, but the cornerstone and core carrier for the successful implementation of the course. Without these modern resources and platforms, the deeply integrated “practice-theory-reflection” cycle cannot operate efficiently and high-quality.

Construction of a University-Kindergarten Collaborative Education Mechanism

The effective operation of the “Full Practice” teaching model is inseparable from a stable and in-depth cooperative relationship between universities and kindergartens. It is necessary to break down the institutional and cultural barriers between universities and kindergartens, and establish a close cooperative community featuring “shared responsibilities, joint talent cultivation, co-managed processes, and shared achievements”. The specific construction content includes:

Co-constructed and Shared Platform: Establish a digital platform shared by universities and base kindergartens. Kindergartens can release “real orders” (e.g., game-related problems that need to be solved), and university teachers transform them into project tasks for students.

Remote Observation System: Install mobile observation equipment in kindergarten classrooms to allow university teachers and students to conduct real-time remote observations without disturbing young children, followed by online discussions.

Implementation of the “Dual Mentor System”: Assign each student a university theoretical mentor and a kindergarten practical mentor. The two mentors shall maintain close communication to jointly guide students’ theoretical learning, practical training, and project research, ensuring the continuity and consistency of guidance.

Establishment of a Regular Teaching Research Mechanism: Form a joint teaching research team consisting of university teachers and kindergarten teachers, and regularly carry out thematic teaching research activities focusing on real problems in game teaching. University teachers bring cutting-edge theories to kindergartens, while kindergarten teachers provide practical venues and cases for universities, realizing the two-way nourishment of theory and practice.

Construction of a “Double-Qualified” Teaching Team

Teachers are the key to teaching reform. The “Full Practice” teaching model places higher requirements on teachers’ qualities, and there is an urgent need to build a “double-qualified” teaching team that is proficient in both theory and practice (Liu, 2018).

Practical Immersion for University Teachers: Encourage and create opportunities for university teachers to conduct regular practical training, on-the-job exchanges, or cooperative research in kindergartens, so as to deeply understand the actual situation of kindergarten game practice, accumulate rich practical cases, and feed back into theoretical teaching.

Theoretical Improvement for Kindergarten Teachers: Help kindergarten teachers improve their theoretical literacy and reflective abilities by inviting them to academic conferences, workshops, or pursue higher academic degrees, enabling them to better qualify for the role of “practical mentors”.

Formation of Mixed Teaching Teams: Attempt to form course teaching teams composed of university teachers and outstanding kindergarten teachers. University teachers are responsible for theoretical teaching, while kindergarten teachers are in charge of practical guidance, or they jointly lead students’ project research to achieve complementary advantages.

Construction of Resources and Platforms

Digital Resource Platform: Build an integrated digital learning platform incorporating video case libraries, game activity plan libraries, teaching aid image libraries, online courses, and reflective communication communities. Students can observe, learn, access resources, and share experiences anytime and anywhere, breaking the time and space constraints of learning.

Construction of On-Campus Training Rooms: Construct high-standard on-campus game training rooms in accordance with the principles of “simulation, integration, and openness”. The training rooms should simulate real kindergarten environments, be equipped with abundant teaching aids (including low-structured materials), and integrate observation, recording, and reflection functions to meet the needs of regular simulated teaching and skill training.

Practical Teaching Management System: Develop or introduce a practical teaching management system to conduct information-based management of students’ practice arrangements, process records, mentor guidance, and performance evaluation, forming a complete personal learning and growth file, improving management efficiency, and accumulating data for process-oriented evaluation.

Social Learning Tools: Create learning communities using forums, blogs, WeChat groups, etc. Students can share observation insights, raise doubts, display phased achievements, and receive multi-angle feedback from teachers and peers at any time.

Conclusion

Under the guidance of the “Full Practice” concept and against the backdrop of the digital intelligence era, reconstructing the teaching model of the course “Preschool Children’s Games” is by no means a simple fine-tuning, but a systematic reshaping from curriculum objectives, content, methods, and evaluation to guarantee conditions. Its core lies in regarding practice as the core approach and internal driving force for normal students’ learning and professional growth.

For a long time, the dilemma of the “two skins” separation between theoretical teaching and practical training in the course “Preschool Children’s Games” can be effectively resolved under the guidance of the “Full Practice” concept with the help of digital intelligence technology. By comprehensively applying various learning methods such as experience, cases, simulation, on-site practice, projects, and reflection, the course extends the classroom to the kindergarten site, breaks down time and space barriers, and expands the practical field. In real game scenarios, students actively construct knowledge, acquire abilities, develop literacy, and cultivate sentiments through interactions with young children, mentors, and peers. The future kindergarten teachers trained in this way will no longer be “knowledge storage devices” who only recite theories, but “reflective practitioners” who understand children, are good at supporting games, know how to conduct reflective research, and are full of educational wisdom (He, 2014).

Of course, the full implementation of this model also faces many challenges, such as the high requirement for in-depth university-kindergarten collaboration, the urgent need for a high-quality “double-qualified” teaching team, and the more complex teaching management and evaluation. However, in order to cultivate high-quality and professional preschool teachers who can adapt to the development needs of preschool education in the new era, this exploration undoubtedly has important theoretical value and practical significance. In the future, it is necessary to continuously deepen efforts in policy support, mechanism innovation, and resource construction, promoting the “Full Practice” concept to take root and bloom in the curriculum teaching of preschool education majors.

References

- He, H. H. (2014). Clinical teaching practice model: A breakthrough in the reform of preschool teacher education. *Research in Educational Development*, 33(04), 35-40.
- Hu, S., & Chang, Z. Y. (2025). Innovative construction and practice of the practical teaching system for application-oriented preschool education majors. *Studies in Preschool Education*, (08), 61-68.

- Liu, Y. (2018). Reflections on the construction of practical teaching models for preschool education majors in colleges and universities under the “Full Practice” concept. *Journal of Pingxiang University*, 35(04), 105-108.
- Ma, J. H., & Fan, L. N. (2021). Optimization strategies for practical teaching of preschool education majors under the OBE concept. *Journal of Zhengzhou Normal Education*, 10(05), 39-43.
- Nong, L. H. (2014). Research on the teaching reform of the course “Teaching Aid Design and Production” in normal universities under the “Full Practice” concept. *Journal of Qinzhou University*, 29(12), 43-46.
- Qin, J. L. (2006). Exploration of integrated practical courses for preschool education majors in normal universities under the “Full Practice” concept. *Studies in Preschool Education*, (01), 47-51.
- Ren, C. M., & Yang, Y. (2025). Exploration of the curriculum teaching model for preschool education majors in normal universities under the “Full Practice” concept—Taking the course “Preschool Child Care” as an example. *Journal of Heilongjiang Vocational Institute of Ecological Engineering*, 38(03), 149-153+160.
- Wang, H. M. (2017). A preliminary discussion on the reform of talent training for preschool education majors under the “Full Practice” concept. *Journal of Daqing Normal University*, 37(01), 93-96.
- Wang, X. M. (2021). Exploration of practical teaching for preschool education majors in application-oriented universities under the “Full Practice” concept. *New Curriculum Research*, (21), 77-78.
- Yang, Y. (2021). Problems and solutions in the curriculum teaching reform of “university-kindergarten” cooperation for preschool education majors in colleges and universities—Taking the course “Preschool Children’s Games” as an example. *Education Observation*, 10(12), 134-136.