

UDC 373.24

A DISCUSSION ON CHINESE KINDERGARTEN MANAGEMENT STRATEGY**Chen Yali***Postgraduate Student,
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Abstract. The management strategy of the kindergarten plays a vital role in the development of the kindergarten; the determination and implementation of the kindergarten strategy related to the smooth development of the kindergarten's work. Whether it is in institution building, faculty building, or course construction, nursery management strategy should ensure enforcement of the line. This article deals with the problems of nursery management.

Keywords: innovative ideas; management strategies; system management; teachers construction; curriculum construction.

The management strategy of the kindergarten should be formulated and implemented according to its own actual conditions, such as the purpose of running the kindergarten, the situation of teachers, geographical location and other factors, so as to form an innovative management concept and a unique management strategy. The goal of this article is to form an innovative and effective kindergarten management method through the discussion of the three aspects of the management strategy of the kindergarten system management, teacher construction and curriculum construction.

1. System Management

System is the foundation of all codes of conduct. Whether the system is well managed or not directly affects the overall operation of the kindergarten. Kindergartens should follow the principles of fairness, impartiality, and openness to find problems and encourage rectification. They can implement tabular system management methods and design and develop a series of management forms, such as the kindergarten-level management form: Problem Rectification Form, Teacher's Special Work Checklist, Teacher's Working Day Inspection Form, Weekly Work Schedule, etc.; at the same time, it adopts the form of combining administrative class supervision and teacher self-examination and mutual exam-

ination to continuously optimize daily routine work. The quality of care and education, the effectiveness of management should be improved. The innovative management should be developed to protect a certain extent, the kindergarten system to teach the fairness of the management of the division, to teach openness teaching content division, as well as kindergartens and fair evaluation [3].

2. Teachers Construction

2.1. Morality First

The basic concepts of the professional standards of early childhood education are: teacher ethics first, children first, ability first, and lifelong learning. Therefore, the kindergarten have to carry out "the most beautiful teacher", "about education Story", "moral lecture" and other themed events by creating "ethical, good teachers," a thick atmosphere in order to improve the whole park faculty ethics conservation play an important a role.

2.2. Focus on Teaching

The key to the development of kindergartens is the growth of teachers. Kindergartens should actively explore ways to train teachers, stimulate teachers' interest in learning in innovative ways and promote teachers' growth [2].

Firstly, the kindergarten should develop the activity of using old teachers to lead new teachers to make the kindergarten teachers develop in an echelon style, which is more

conducive to the training and management of teachers.

Secondly, according to the teachers' personal skills, interests and hobbies, teachers should choose to establish themselves Various societies, fully tap the potential of each teacher in mutual learning, exploration, communication, and collaboration, and improve their abilities.

Thirdly, excellent teachers should be given to play to the leading role of in the construction of the kindergarten curriculum, they have to be responsible for the planning, organization and presiding of campus activities, and independently undertake large-scale kindergarten activities. This can fully mobilize the enthusiasm of teachers and enhance the overall quality of teachers.

Fourthly, the kindergarten requires every teacher to read a lot of books, encourage teachers to love reading, and improve their cultural temperament and self-cultivation.

Fifthly, teaching basic skills competition, mainly through teaching activities of design, evaluation of educational activities, teaching and research projects to carry out the game, to enhance the overall teaching staff education level are held every semester and has a positive effect.

3. Curriculum Construction

The overall goal of education is to cultivate innovative talents while achieving comprehensive development [2]. Therefore, in order to Kindergarten "curriculum construction" as the focus, namely, the pursuit of innovation, strive to be comprehensive, so that the kindergarten form has unique characteristics, the comprehensive development of the curriculum system. Early childhood curriculum system should be children-oriented, follow the "daily life of all courses" philosophy of education, may be to form a core curriculum course in two parts and derivatives, has constructed this park features an innovative curriculum system [1], [4].

The core curriculum covers two aspects: thematic inquiry activities and the basic courses of independent games. Thematic in-

quiry activities are the main curriculum in kindergartens, independent play is the core feature of children's games, and kindergartens implement curriculum activities in the form of games.

Derivative courses include two aspects: special courses and campus festivals. Firstly, the characteristic curriculum should be based on the kindergarten's mission and cultural heritage to form a curriculum that belongs to the garden [5]. Secondly, campus festivals add color to the special curriculum of kindergartens. Campus festivals must not only conform to the characteristics of children, but also play an auxiliary role in the construction of the curriculum. For example, kindergartens have set up "Science and Technology Festival", "Creation Festival" and "Children's Play Festival" to supplement the construction of the curriculum system for children.

Whether the kindergarten management strategy is advanced or not directly determines whether it can stimulate all the energy of the kindergarten and play a very important role in the all-round development of the kindergarten. This article combines years of practical experience to formulate a management strategy of "innovation, curriculum, and comprehensiveness", hoping to provide an effective reference for other kindergartens to combine their own reality and propose reasonable and timely management strategies.

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