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Research on the Ecological Construction and Practical Path of the "One Core, Multiple Dimensions" Curriculum in Preschool Education under the Background of a Sharp Decline in Birth Rate

Xiaoxue Ke*

College of Tourism and Arts, Hainan Technology and Business College, Haikou, 570203, Hainan, China
**Corresponding author*

Abstract: *Against the backdrop of a sharp decline in birth rates, the preschool education industry is facing multiple challenges such as a reduction in student sources, adjustment of job demand structure, and a disconnect between talent cultivation and industry demand. The reform of the curriculum system for preschool education majors has become a key lever to cope with industry changes and cultivate high-quality and versatile preschool education talents. This article is based on the concept of "one core, multiple elements" curriculum ecology, combined with the certification standards of teacher education majors and the integration requirements of "job, course, competition, and certification". It defines the core connotation and constituent elements of curriculum ecology, analyzes the specific impact of declining birth rates on the curriculum system of preschool education majors, dissects the problems of vague core positioning, insufficient support for multiple elements, and weak practical orientation in the current curriculum ecology construction, explores the framework of "one core leading, multiple collaboration, and dynamic adaptation" curriculum ecology construction, proposes targeted practical paths, and provides theoretical support and practical reference for preschool education majors to cope with industry changes, optimize talent training models, and achieve sustainable development.*

Keywords: *sharp decrease in birth rate; early childhood education; 'one core, multiple elements'; course ecology*

1. Introduction

China's population development has entered a phase of decline, and the chain reaction of a sharp decrease in birth rate has deeply penetrated into the field of preschool education. By 2026, the national birth rate will drop to 7.92 million, and the number of children in kindergartens will continue to decline for five consecutive years. The phenomenon of "waiting for children in kindergartens" is becoming increasingly common, and the preschool education industry is facing multiple challenges such as shrinking student sources, resource restructuring, and job restructuring. The traditional development model has encountered bottlenecks, and high-quality development has become an inevitable choice. The policy documents such as "Excellent Teacher Training Plan 2.0" and "Implementation Measures for Certification of Teacher Education Majors in Ordinary Higher Education Institutions (Interim)" clearly state that the curriculum system of teacher education majors needs to closely adapt to the development needs of the industry, and promote the transformation of preschool education majors towards excellence, diversification, and specialization [1]. However, there are still many prominent shortcomings in the current curriculum system of preschool education in China, such as a lack of guidance for cultivating core competencies, a single curriculum module, and insufficient integration of "job, course, competition, and certification". There is a significant gap between the industry's demand for composite and innovative early childhood education talents in the context of declining birth rates, and the problem of talent cultivation being disconnected from job requirements is becoming increasingly prominent. As the core carrier of talent cultivation, the systematic, collaborative, and dynamically adaptable nature of curriculum ecology directly determines the quality of talent cultivation in preschool education majors, and is a key lever to solve professional development difficulties. Therefore, based on the context of the sharp decline in birth rates, building a "one core led, diverse collaborative" curriculum ecology, exploring scientifically feasible practical paths, is not only an inevitable requirement for responding to changes in population

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structure and adapting to the transformation of the preschool education industry, but also an important measure to implement the certification standards for teacher education majors and promote the high-quality development of preschool education majors. It has important theoretical value and practical significance for optimizing talent training models, enhancing professional core competitiveness, and helping the preschool education industry improve quality and efficiency.

2. Definition of core concepts and theoretical basis

2.1 Definition of core concepts

This study is based on the background of the sharp decline in birth rates, combined with the laws of talent cultivation in preschool education and the development needs of the industry, to clarify the connotation and boundaries of the following core concepts, laying a theoretical foundation for subsequent research[2].

The sharp decline in birth rate refers to a population development phenomenon in which the birth rate shows a sustained, significant decline and falls below a reasonable range during a certain period of time. Its core characteristics are reflected in the continuous shrinkage of the total number of births and the fertility rate being lower than the population replacement level for a long time. Based on the actual population development in our country, the specific manifestation is the continuous decline in the total fertility rate and the decreasing annual birth rate, which directly leads to a reduction in the number of students in the preschool education industry, adjustments in job structure, and promotes the transformation of the industry from scale expansion to quality improvement. This is the core historical background of this study.

The "one core, multiple elements" curriculum ecology of preschool education major is a curriculum operation system that adapts to the industry demand under the background of declining birth rate. Its core connotation takes the core literacy of preschool education major as the "one core", with multiple curriculum modules, teaching modes, evaluation methods, and collaborative subjects as the "multiple", forming an organic whole of "core guidance, multiple support, dynamic adaptation, and collaborative symbiosis". Among them, "One Core" focuses on three core dimensions: educational sentiment, professional knowledge, and practical ability; 'Diversity' revolves around the diverse job demands of the industry, constructing a comprehensive and multi-level curriculum support system, highlighting the practicality and adaptability of the curriculum.

The construction of curriculum ecology specifically refers to the systematic optimization and reconstruction of the curriculum system, teaching mode, evaluation mechanism, and collaborative mechanism of preschool education majors around the concept of "one core and multiple elements". By integrating various educational resources and streamlining operational logic, the synergy and symbiosis of various elements of the curriculum can be achieved, ultimately improving the quality of talent cultivation and adapting to the development needs of the preschool education industry under the background of declining birth rates.

2.2 Theoretical basis

The development of this study relies on interdisciplinary theoretical support, combined with the characteristics of talent cultivation in early childhood education and the needs of curriculum ecological construction. The following core theories are selected as the theoretical basis for the study to ensure the scientific and rational nature of the research.

The ecosystem theory is the core theoretical support for the construction of curriculum ecology. This theory emphasizes the collaborative symbiosis and dynamic balance of various elements within the system, viewing the curriculum as an organic ecosystem that covers core elements such as curriculum subjects, curriculum content, teaching environment, and collaborative mechanisms[3]. Applying this theory to this study can guide the construction of a curriculum ecosystem led by core competencies and coordinated by multiple elements, achieving organic connections between various modules, subjects, and links of the curriculum, and enhancing the systematicity and stability of the curriculum ecosystem.

The Output Oriented Education (OBE) theory provides practical guidance for optimizing the curriculum ecology, with the core of the theory being the demand for graduates' job abilities, emphasizing "learning determines teaching, and evaluation promotes learning [4]". Based on the demand for composite early childhood education talents in the context of declining birth rates, this theory can clarify

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the construction goals of curriculum ecology, optimize curriculum content and teaching processes, establish an evaluation system that meets job requirements, and ensure precise alignment between talent cultivation and industry demands.

The theory of collaborative education provides a theoretical basis for the construction of a "multi-dimensional collaboration" mechanism, which emphasizes the integration of multiple resources such as universities, industries, families, and communities to form a joint force for education[5]. Applied to this study, it can guide the construction of a diversified collaborative education mechanism led by colleges, with kindergarten participation, family collaboration, and community support, enrich the diversified support system of curriculum ecology, promote the deep integration of theoretical teaching and practical teaching, and enhance students' practical abilities and job adaptability.

3. The impact of the sharp decline in birth rate on the curriculum ecology of preschool education majors

3.1 The driving force of industry demand changes on curriculum ecology

The continuous decline in birth rate has driven the transformation of the preschool education industry from "scale expansion" to "quality improvement", and the structural changes in industry demand have formed a rigid force on the ecology of preschool education professional courses. In terms of job demand structure, traditional kindergarten teaching positions have undergone stock optimization due to the reduction of student sources, while the demand for diverse positions such as early childhood education, childcare, early childhood mental health guidance, and special education continues to rise, requiring the curriculum ecology to break the single teaching orientation and add curriculum modules that are suitable for multiple positions. In terms of job competency requirements, the intensification of industry competition has prompted kindergartens to pay more attention to the comprehensive qualities of teachers. They not only require solid professional theories and teaching skills, but also need to possess composite abilities such as innovative teaching, home school co education, and resource integration, which forces the curriculum ecology to strengthen practical guidance and comprehensive ability cultivation. In terms of industry development mode, preschool education institutions are gradually moving towards refinement and specialization, putting forward higher requirements for teachers' characteristic teaching abilities, promoting the integration of local culture, natural education and other characteristic contents into the curriculum ecology, and achieving precise connection between talent cultivation and industry development.

3.2 Current challenges faced by the curriculum ecology of preschool education majors

Faced with the changing demands of the industry, there are still many prominent challenges in the current curriculum ecology of preschool education majors, making it difficult to achieve effective adaptation. Firstly, the core positioning is vague, and the curriculum system lacks clear guidance on professional core competencies. It emphasizes theoretical indoctrination over practical cultivation, and the core courses are disconnected from industry job requirements, making it difficult to highlight the core competitiveness of the profession. Secondly, there is a lack of diversified support, with a single curriculum module setting, mainly focusing on traditional preschool education courses, and lacking curriculum content suitable for diverse positions such as early childhood education and childcare; The teaching mode is solidified, still dominated by traditional lecture style, with insufficient application of diversified teaching methods such as inquiry based and project-based teaching; The collaborative subject is single, the collaborative education mechanism between colleges, kindergartens, and communities is not sound, and the supply of practical teaching resources is insufficient. Thirdly, the practical aspects are weak, the proportion of practical courses is low, the construction of practical training bases lags behind, simulated teaching is disconnected from real job scenarios, the integration of "job course competition certificate" is not deep enough, and students' practical abilities are difficult to meet job requirements. The fourth issue is poor dynamic adaptability, slow updating of the curriculum system, failure to timely adapt to changes in industry demand under the background of declining birth rates, lack of normalized dynamic adjustment mechanisms, resulting in a disconnect between talent cultivation and industry development.

3.3 The urgency and necessity of curriculum ecological construction

Against the backdrop of a sharp decline in birth rates, the construction of an ecological curriculum for preschool education majors is not only an urgent need to respond to industry changes, but also an

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inevitable choice for the high-quality development of the profession itself. From an industry perspective, optimizing the curriculum ecosystem is the key to breaking the disconnect between talent cultivation and job demands, and promoting the improvement and efficiency of the preschool education industry. Only by building a curriculum ecosystem that adapts to industry needs can we cultivate compound and specialized preschool education talents and support the sustainable development of the industry. From a professional perspective, the construction of curriculum ecology is an important measure to implement the certification standards for teacher education majors and solve the dilemma of professional homogenization. By clarifying the core positioning and enriching diverse support, it can highlight professional characteristics, enhance professional core competitiveness, and achieve professional connotation development. From the perspective of talent cultivation, optimizing the curriculum ecology can make up for the shortcomings of weak practical teaching and insufficient ability cultivation, enhance students' comprehensive literacy and job adaptability, strengthen graduates' employment competitiveness, and help students achieve career development. In summary, in the face of industry changes brought about by the decrease in birth rates, strengthening the construction of a "one core, multiple" curriculum ecosystem for preschool education majors is not only a mission given by the times, but also an inevitable requirement for professional development, with strong urgency and practical necessity.

4. Under the background of a sharp decline in birth rate, the construction of a "one core, multiple" curriculum ecology for preschool education majors

4.1 Construction principles

The construction of the "one core, multiple" curriculum ecosystem needs to be based on the historical background, tailored to professional characteristics, and adapted to industry needs, following the five core principles to ensure the scientific and feasible nature of the ecosystem. The first principle is the core leading principle, which takes the core competencies of preschool education as the fundamental core, and integrates the cultivation of educational sentiment, professional knowledge, and practical ability throughout the entire process of curriculum ecology construction. All curriculum modules and teaching activities are centered around core competencies, highlighting the core competitiveness of the profession. The second principle is the principle of diverse collaboration, integrating resources from various sources such as universities, kindergartens, families, communities, and industry associations to build a support system for diverse curriculum modules, teaching models, evaluation methods, and collaborative entities, achieving collaborative symbiosis among all elements. The third principle is demand-oriented, closely aligning with the changing job demands in the preschool education industry under the background of declining birth rates, focusing on diverse job competency requirements such as early childhood education and childcare, and ensuring that the curriculum ecology resonates with industry development. The fourth principle is dynamic adaptation, establishing a dynamic adjustment mechanism for the curriculum system, optimizing course content and teaching modes in a timely manner according to industry needs, policy guidance, and student development needs, and enhancing ecological adaptability. The fifth is the principle of practice orientation, strengthening the design of practical links, promoting the deep integration of "on-the-job courses, competitions, and certificates", highlighting the cultivation of practical abilities, and solving the problem of the disconnect between theory and practice.

4.2 Overall framework of "one core, multiple elements" curriculum ecology

Based on the principles of construction, build a holistic framework for the "one core, multiple support layers, and guarantee layers" course ecology, which integrates the core layer, multiple support layers, and strong guarantee layers, achieving an organic unity of core leadership, multiple support, and strong guarantee. The core layer is the soul of the curriculum ecology, focusing on the cultivation of core competencies in early childhood education, clarifying the three core dimensions of educational sentiment, professional knowledge, and practical ability, refining the cultivation goals and requirements of each dimension, and providing fundamental guidance for the construction of the curriculum ecology. The multi-dimensional support layer is the main body of the curriculum ecology, covering four major multi-dimensional modules, namely multi-dimensional curriculum modules, multi-dimensional teaching models, multi-dimensional evaluation methods, and multi-dimensional collaborative subjects, forming a comprehensive and multi-level support system, and solving the current dilemma of curriculum singularity and homogenization. The guarantee layer is the foundation for the effective operation of the curriculum ecosystem, covering four major guarantee elements: teacher team, training base, teaching resources, and management system. It provides solid support for the construction and implementation of

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the curriculum ecosystem, ensuring the stable operation and continuous optimization of the ecosystem.

4.3 Specific construction content of each module

The specific construction of each module revolves around the core idea of "one core leading, diverse collaboration", combined with industry needs and professional characteristics, to achieve precise and systematic design. In terms of the cultivation system of core competencies, it is clear that educational sentiment focuses on teacher ethics and professional identity, and is cultivated through teacher ethics courses, practical experiences, and other methods; Professional knowledge focuses on core theories such as preschool education and preschool psychology, strengthening the connection with industry standards; Practical ability focuses on core skills such as activity design, child observation, and emergency response, and is integrated into the entire process of practical teaching. In terms of diversified curriculum modules, we will optimize core courses to solidify professional foundations, add characteristic courses such as early childhood education, childcare, and children's mental health to connect with multiple positions, offer interdisciplinary expansion courses to enhance comprehensive literacy, and build a practical curriculum system that connects "job recognition, job follow-up, and job leadership". In terms of diversified teaching modes, we will promote inquiry based and project-based teaching, design teaching tasks based on real work scenarios in kindergartens, introduce gamification and situational teaching to enhance effectiveness, and promote blended learning to enrich teaching forms. In terms of diversified evaluation and collaborative mechanisms, this study establishes a multi-dimensional evaluation system that integrates university, industry and student assessments to strengthen the evaluation of practical competencies. Furthermore, a multi-party collaborative education mechanism is constructed to deepen cooperation between colleges and kindergartens, connect with families and communities to expand practical training channels, and align with industrial standards through industry associations, thereby forming a concerted educational effort.

5. The practical path of the "one core, multiple" curriculum ecology in preschool education under the background of a sharp decline in birth rate

5.1 Strengthen core leadership and solidify professional foundation

Core literacy is the fundamental guidance for talent cultivation in early childhood education and the soul of the "one core, multiple" curriculum ecology. It is necessary to integrate core leadership throughout the entire process of curriculum practice and consolidate the foundation of professional development. One is to clarify the cultivation goals of core competencies, refine the three core dimensions of educational sentiment, professional knowledge, and practical ability into specific talent cultivation indicators, integrate them into talent cultivation plans, and implement them in the teaching objectives, teaching content, and teaching evaluation of each course to ensure that the cultivation of core competencies is systematic and traceable. The second is to optimize the core curriculum system, focusing on core courses such as early childhood education, early childhood psychology, and early childhood health care, streamline redundant theoretical content, strengthen the connection with industry standards and job requirements, increase teaching links such as case studies and situational simulations, and enhance the practicality and pertinence of core courses. The third is to strengthen teacher ethics education, add characteristic courses such as professional ethics and educational sentiment cultivation for kindergarten teachers, and cultivate students' professional identity, sense of responsibility, and love literacy through exemplary demonstration, frontline observation, public welfare practice, etc., to build a solid professional foundation for preschool education professionals.

5.2 Enrich and diversify support, optimize curriculum ecology

Diversified support is the key to solving the current dilemma of a single curriculum ecosystem, and efforts need to be made from three levels: curriculum modules, teaching modes, and collaborative mechanisms to enrich the connotation of the curriculum ecosystem. In terms of curriculum modules, while optimizing core courses, we will accurately connect with the diverse job demands of the industry, and add characteristic courses such as early childhood education guidance, childcare services, early childhood mental health, and special education foundation; To enhance students’comprehensive literacy, expanded courses including local cultural heritage and early childhood STEAM education are offered. The integration requirements of “career, curriculum, competition and certificate” are strictly implemented, and assessment indicators related to professional certifications such as preschool teacher

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qualification certificates and early childhood instructor certificates are incorporated into curriculum content, so as to realize the seamless connection between curriculum learning and vocational certification. In terms of teaching modes, teachers are guided to update their educational concepts. Inquiry-based, project-based and task-driven teaching methods are widely popularized. Teaching tasks are designed based on real kindergarten workplace scenarios to encourage students' active participation and independent exploration. Gamified and situated teaching approaches are adopted to improve teaching engagement and effectiveness. With the support of information technology, an online curriculum resource library is constructed to facilitate online-offline blended learning, break the constraints of time and space, and diversify teaching forms. In terms of collaborative mechanisms, we will deepen cooperation between universities and high-quality kindergartens, jointly build and share training bases, jointly develop courses, and carry out joint teaching and research to achieve the integration of learning and practice; Linking families and communities, carrying out practical activities such as parent-child education and community early education, and expanding students' practical channels; Strengthen cooperation with industry associations, introduce industry standards and cutting-edge concepts, and enhance the industry adaptability of the curriculum ecosystem.

5.3 Strengthen practical orientation and enhance job capabilities

Practical ability is the core competitiveness of graduates majoring in preschool education, and it is also the focus of curriculum ecological practice. It is necessary to build a comprehensive and multi-level practical teaching system to solve the problem of the disconnect between theory and practice. One is to improve the construction of practical training bases, integrate on campus and off campus resources, build on campus simulation kindergartens, sensory integration training rooms and other practical training platforms, restore real work scenarios, and meet daily simulation teaching needs; Co build off campus training bases with high-quality kindergartens and early education institutions in the region, sign long-term cooperation agreements, ensure students' needs for on-the-job training, and achieve seamless integration between practical teaching and job work. The second is to innovate the practical teaching mode, implement the three-stage practical teaching mode of "recognizing the job, following the job, and taking over the job", carry out job cognition practice in lower grades, follow the job learning in middle grades, and take over the job internship in higher grades, gradually improving students' practical ability; Regularly organize teaching skills competitions, simulated teaching, case studies, and other activities to promote learning and practice through competitions, and strengthen students' core skills in their positions. The third is to strengthen the construction of the "dual teacher" teaching staff, establish a normalized practice mechanism for teachers, organize teachers to participate in teaching and research work on the front line of kindergartens, and accumulate practical experience; Encourage teachers to obtain industry related professional certificates and enhance their practical teaching abilities; Hire outstanding kindergarten teachers and industry experts as part-time teachers, enrich the practical teaching faculty, and improve the quality of practical teaching.

5.4 Establish a dynamic adjustment mechanism to ensure ecological adaptation

Against the backdrop of a sharp decline in birth rates, the demand for preschool education industry is in a dynamic state of change, and the curriculum ecology needs to establish a normalized dynamic adjustment mechanism to ensure resonance with industry development. One is to establish an industry demand research mechanism, set up a research team composed of college teachers, industry experts, and kindergarten managers, regularly investigate changes in job requirements, ability requirements, etc. of preschool education institutions, and form research and analysis reports to provide data support for curriculum ecological adjustment. The second is to establish a course evaluation and feedback mechanism, regularly evaluate the effectiveness of course content, teaching mode, and practical activities, widely collect feedback from students, teachers, and employers, sort out existing problems and shortcomings, and form targeted optimization plans. The third is to improve the curriculum update mechanism, optimize course modules and update teaching content in a timely manner according to changes in industry demand, policy guidance adjustments, and student development needs, delete content that is disconnected from the industry, add new content and skills that are suitable for diverse positions, ensure the dynamic adaptability of the curriculum ecosystem, and achieve precise alignment between talent cultivation and industry demand.

5.5 Improve the security system and strengthen its supporting role

A sound guarantee system is an important support for the effective operation of the "one core,

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multiple" curriculum ecology. It is necessary to construct a comprehensive guarantee mechanism from the three levels of teachers, resources, and systems to provide solid support for the practice of curriculum ecology. In terms of teacher guarantee, we will increase investment in teacher training, regularly organize teachers to participate in professional training, teaching and research exchanges, and external training activities to enhance their professional competence and teaching ability; Improve the teacher incentive mechanism, encourage teachers to participate in curriculum reform, practical innovation, and research projects, link reform achievements with professional title evaluation and performance assessment, and stimulate teachers' enthusiasm for participation. In terms of resource guarantee, financial investment is increased, training facilities and equipment are improved, and a high-quality curriculum resource library is constructed. By integrating online and offline teaching resources, practical case resources, and industry standard resources, solid support is provided for curriculum teaching and practical training. In addition, cooperation with peer universities is strengthened to share high-quality curriculum and training resources and improve resource utilization efficiency. In terms of institutional safeguards, relevant management systems such as curriculum ecology construction, practical teaching management, and teacher training should be formulated to clarify the responsibilities of all parties and standardize various aspects such as curriculum implementation, practical teaching, and evaluation and assessment; Establish a long-term funding mechanism to ensure the smooth implementation of curriculum reform, teacher training, and practical training base construction, and ensure the stable operation and continuous optimization of the "one core, multiple" curriculum ecosystem.

6. Conclusion

This article is based on the background of the sharp decline in birth rates, focusing on the practical needs of optimizing the curriculum ecology of preschool education majors. It systematically studies the construction and practical path of the "one core, multiple" curriculum ecology, and draws the following core conclusions. The sharp decline in birth rate has driven the transformation of the preschool education industry from scale expansion to quality improvement, triggering the reconstruction of job demands and upgrading of ability requirements, which has formed a rigid pressure on the curriculum ecology of preschool education majors. However, the current curriculum ecology faces difficulties such as unclear core positioning, insufficient diversified support, and weak practical orientation, highlighting the urgency and necessity of curriculum ecology construction. Based on this, this article constructs a "one core, multiple support layers, and guarantee layers" integrated "one core, multiple support layers" curriculum ecological framework, clarifying the construction idea of professional core literacy as the guide, multiple courses, teaching, evaluation, and collaboration as the support, and teacher resources, resources, and systems as the guarantee. At the same time, feasible practical paths have been proposed from five dimensions: core leadership, diversified support, practical strengthening, dynamic adaptation, and guarantee improvement, providing specific solutions to solve the problem of talent cultivation being disconnected from industry needs. Research has shown that the "one core, multiple" curriculum ecosystem can effectively adapt to industry demands in the context of declining birth rates, help optimize talent training models and enhance core competitiveness in preschool education majors, achieve professional connotation development, and provide theoretical and practical references for similar teacher education majors to cope with demographic changes.

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