

Research on Innovative Teaching Mode of Preschool Education Practice under the Integration of Production and Education

Jianying Li, Yong Qin*

Suqian University, Suqian 223800, Jiangsu, China

**Author to whom correspondence should be addressed.*

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Abstract: Industry-Education Integration emphasizes deep collaboration between educational institutions, enterprises, and industries to ensure effective alignment of educational processes with industrial demands. In preschool education practice teaching at universities, this innovative educational approach not only drives pedagogical innovation but also provides robust support for cultivating professional talent in preschool education. Through Industry-Education Integration, practical teaching in preschool education can promote students' comprehensive development of practical competencies, enhance the relevance between curriculum content and market needs, create superior practical learning environments and platforms, and improve students' mastery and application of preschool education knowledge and skills. This paper conducts an in-depth study on innovative models of practical teaching in preschool education under Industry-Education Integration, aiming to elevate educational quality and cultivate more applied professionals for society.

Keywords: industry-education integration; preschool education; kindergarten; practical teaching; innovative mode

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1. Introduction

The integration of industry and education has provided crucial support for the reform and development of the education sector. By emphasizing deep collaboration between education and industries, this approach facilitates complementary sharing of advantageous resources and cultivates qualified professionals capable of meeting societal demands. Practical teaching constitutes the core component of preschool education programs in higher institutions, focusing on developing students' practical skills and innovative qualities. Traditional practical teaching often fails to align with industry needs, resulting in significant gaps between acquired knowledge and workplace requirements. The integration of industry and education offers a breakthrough solution to these educational challenges. Through partnerships with enterprises, universities can optimize practical teaching content and methods according to market demands, enabling students to enhance their innovative capabilities and future competencies in preschool education through authentic real-world practice scenarios ^[1].

2. The significance of innovative teaching mode of preschool education practice under the integration of industry and education

The integration of industry and education, as an innovative educational philosophy and scientific methodology, is playing an increasingly vital role in the innovation of preschool education practice teaching at universities, primarily manifested in the following aspects: First, it bridges the gap between theory and practice. This integration focuses on deep collaboration between academic institutions and industry enterprises. Through this process, universities gain comprehensive insights into the latest developments, specific demands, and evolving trends in preschool education. This enables them to incorporate authentic work requirements and scenarios into practical teaching, ensuring students acquire skills that closely align with future job requirements. Such preparation significantly enhances students' employability and lays a solid foundation for their career development^[2]. Second, it fosters holistic student development. The innovative teaching model under industry-education integration provides authentic practical learning environments where students master professional knowledge through hands-on application. Collaborative teamwork in these platforms helps identify and resolve real-world challenges while strengthening communication and interaction, thereby improving comprehensive competencies. Third, it achieves mutual benefits between schools and enterprises. As integration deepens, partnerships between universities and industry partners grow increasingly close, emphasizing complementary advantages. Universities can cultivate applied talents based on preschool institutions' needs, while these institutions offer support through practice bases and resources, jointly advancing the progress of preschool education^[3].

3. Strategies for the innovation of preschool education practice teaching under the integration of industry and education

3.1. Strengthen curriculum system reform

In the context of actively promoting industry-education integration, universities must prioritize curriculum system reform as a key breakthrough to enhance the quality of practical teaching in preschool education programs. This approach aligns with educational reforms and leverages comprehensive curricula to improve the implementation quality of industry-education integration. When adjusting course structures, universities should first conduct objective analysis of talent demands in the preschool education sector, employ systematic structural adjustment methods to increase the proportion of practical courses within the curriculum framework, and actively supplement cutting-edge industry knowledge and skills to ensure close alignment between course content and industry needs^[4]. In practice, universities should objectively analyze the current development status of preschool education, identify regional characteristics, and assess the overall development trends of the preschool education industry to scientifically determine curriculum plans that meet industrial demands. Core theoretical courses must focus on building professional knowledge systems around pedagogy, health science, and preschool child psychology. The construction of educational skill courses should consider market needs and social demands, moving beyond single skill instruction to expand into areas such as children's art education, special education, and STEAM education, with an emphasis on developing students' comprehensive vocational competencies. For instance, incorporating real kindergarten teaching scenarios, daily life process design, characteristic educational activities, teacher-child interaction techniques, and gamified curriculum development into practical skill training can enhance students' familiarity with and competence in kindergarten work. In the process of actively reforming curriculum systems, universities should adopt modular and tiered design approaches. By appropriately dividing course content modules and designing different levels of courses within each module, this can facilitate students' progressive improvement in knowledge and skills^[5]. Naturally, during curriculum system reforms, institutions should engage in deep collaboration and communication with industry enterprises. Inviting industry experts to participate in curriculum development and adjustments aims to integrate real-world demands and authentic scenarios into preschool education programs, thereby promoting students' ability to apply what they learn.

3.2. Multi-dimensional cooperation to build practice base

The development of practical training bases serves as the fundamental guarantee for innovating preschool education practice teaching models under industry-education integration. Relying solely on one aspect cannot ensure the integrity and reliability of base construction, nor can it align with educational demands. Collaborative efforts between schools and enterprises in building these bases provide sustainable momentum for practical education development. To address this, universities should proactively strengthen partnerships with leading preschool education enterprises and renowned early childhood education groups, enhancing both depth and breadth of collaboration to jointly promote the construction of on-campus and off-campus training bases, thereby expanding students' practical learning platforms. During school-enterprise cooperation, institutions should identify optimal synergies with partners, establishing a shared future between schools and partner organizations. By leveraging their respective strengths, they can elevate the overall quality of practical bases ^[6]. For instance, universities possess abundant intellectual resources, while partner organizations offer technical expertise and operational experience. This complementary advantage reduces construction challenges. To create better practical learning environments, universities may support partner institutions in establishing simulated or virtual practice platforms. These platforms provide broader grounds for implementing practical teaching, allowing students to enhance workplace adaptability through realistic simulations. For example, by replicating kindergarten classroom layouts and activity schedules, students familiarize themselves with daily routines, enabling swift adaptation when entering real-world preschool settings and minimizing unfamiliarity and adjustment issues. Universities can collaborate with partner organizations to develop practical courses tailored to their needs and kindergarten workflows, creating highly applicable projects such as designing educational activities and analyzing children's learning behaviors. Through these initiatives, students can flexibly apply their acquired knowledge and skills while gaining hands-on experience, experiencing the joy of applying what they've learned. Additionally, organizing regular skills competitions by integrating both parties' resources proves essential. These events not only allow students to showcase their abilities but also enhance their employability. Competition designs can draw inspiration from real kindergarten scenarios, including children's music performance contests, storytelling competitions, and educational environment creation challenges ^[7].

3.3. Focus on the construction of "double-qualified" teachers

The promotion of innovative practical teaching models in preschool education under industry-education integration requires the full participation and professional support of "dual-qualified" faculty teams. However, current efforts to build such teams in universities still face challenges. Some teachers lack industry experience, making it difficult for them to accurately grasp the operational specifics of preschool institutions or integrate theory with practice in educational work ^[8]. Additionally, while part-time instructors possess rich practical experience, their grasp of educational theories and methodologies remains insufficient, preventing them from systematically imparting practical skills to students. To address these issues, universities need to intensify efforts in building dual-qualified faculty teams and refine traditional teaching strategies. First, actively develop and implement training programs for dual-qualified teachers, encouraging school staff to undertake internships at preschool institutions to acquire cutting-edge knowledge and enhance practical teaching capabilities. Invite outstanding educators or administrators from partner organizations to serve as part-time instructors, sharing industry trends with students and supplementing practical experience. Second, conduct regular evaluations of dual-qualified teachers, comprehensively assessing their theoretical foundation, practical skills, and professional ethics. Adjust faculty development plans based on evaluation results while implementing incentive mechanisms to boost team vitality and creativity ^[9]. Third, emphasize inter-university exchanges and international cooperation to broaden the knowledge base of dual-qualified teachers, expand their perspectives, and foster mutual improvement through knowledge sharing. International academic exchanges enable educators from diverse institutions to share their educational experiences, including both successes and lessons learned. This provides valuable references for developing students' practical competencies and helps schools establish more mature talent cultivation mechanisms. Through international collaboration in preschool education, universities can disseminate innovative teaching concepts and methodologies to cultivate dual-qualified teachers. Such

partnerships also encourage educators to adapt international practices into localized approaches that align with national conditions and institutional realities, fostering localized adaptations and innovative implementation of educational strategies.

3.4. Strengthen the management and evaluation of practical teaching

The implementation of innovative preschool education practice teaching models supported by industry-education integration requires effective instructional management and evaluation throughout the process. This necessitates establishing a practical teaching management system to oversee all aspects and details of hands-on learning, identifying potential shortcomings. Simultaneously, refining the evaluation framework accurately reflects students' comprehensive development levels, providing reliable data to guide holistic student growth and improve teaching practices. Higher education institutions should align their practical teaching management systems with industry-education integration characteristics, collaborating with enterprises to establish standardized operational guidelines. This collaborative approach enhances alignment between educational requirements and industry demands. The management process involves four key phases: curriculum planning, implementation coordination, process monitoring, and outcome assessment—all requiring meticulous execution. During planning, institutions must consider both industry needs and course objectives to optimize time allocation and content design, ensuring scientific coherence in the practical teaching system. Implementation focuses on coordinating resources between universities, kindergartens, and partner organizations to refine teaching models and ensure smooth progress. Continuous process monitoring helps identify issues early and develop targeted solutions. In evaluation systems, comprehensive analysis of industry-education integration demands should replace traditional single-dimensional assessments, establishing a diversified evaluation framework that reflects practical teaching realities. In the process of practical teaching evaluation, it is essential to adopt a multi-dimensional approach by integrating information from student self-assessment, peer reviews, teacher evaluations, as well as assessments from kindergartens and enterprises, thereby obtaining comprehensive feedback. The participation of different evaluators allows for examining the effectiveness of practical teaching from various perspectives, resulting in more objective and fair assessment outcomes^[10]. For instance, student self-assessment and peer reviews help learners develop reflective skills, enabling them to identify gaps through comparisons while building on their strengths and identifying areas for improvement. Professional evaluations from teachers provide students with precise learning guidance, whereas assessments from kindergartens and enterprises offer authentic feedback on students' adaptability and professional development.

4. Conclusion

In conclusion, the innovative model of preschool education practice teaching under industry-education integration can effectively bridge the gap between education and practical application, promote students' comprehensive development, achieve mutual benefits for schools and enterprises, and play a positive role in the construction of preschool education programs in higher education institutions. To ensure the advantages of industry-education integration are fully realized, universities should focus on optimizing curriculum systems, strengthening practical training bases, actively cultivating "dual-qualified" faculty teams, and nurturing more market-oriented professionals to support the reform and development of the preschool education sector. By continuously improving the industry-education integration model, we can create favorable conditions for its widespread adoption and promotion.

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