

Article

Research on Talent Training Model of Preschool Education Major in Private Colleges under OBE Educational Philosophy

Jinshan Wu ^{1,*} and Sukyoung Cho ²¹ Hainan Vocational University of Science and Technology, Haikou, Hainan, China² Sehan University, Seoul, Republic of Korea

* Correspondence: Jinshan Wu, Hainan Vocational University of Science and Technology, Haikou, Hainan, China

Abstract: To meet the development needs of preschool education majors in higher education, this study explores an outcome-based talent cultivation model for preschool education majors in private universities under the Outcome-Based Education (OBE) philosophy. On the basis of a systematic analysis of current problems, including homogenized cultivation goals, irrational and weakly structured curriculum systems, disconnection between theory and practice, and singular, summative evaluation mechanisms, the paper constructs a refined training framework aligned with OBE principles. The proposed model emphasizes fostering virtue through education, goal-driven orientation, and student-centeredness, and clarifies learning outcomes in terms of professional competence, practical skills, and value formation. It integrates job-oriented learning throughout the entire training process, combines flipped classrooms and project-based teaching with virtual simulation training, and strengthens school-enterprise collaboration to enhance practice-based learning. Furthermore, it adopts diversified and process-oriented evaluation methods that link formative and summative assessment to learning outcomes, thereby improving feedback and continuous quality assurance. The research provides both theoretical guidance and practical reference for optimizing the cultivation of preschool education professionals in private universities, enhancing their employability and professional adaptability, and promoting the sustainable and high-quality development of preschool education.

Keywords: outcome-based education; preschool teacher education; talent cultivation model; private universities; flipped classroom; project-based learning; competency-based curriculum

1. Introduction

The Outcome-Based Education concept, often referred to as results-driven or demand-focused education, prioritizes a learner-centered approach that is structured around achieving predefined objectives [1]. This educational framework seeks to align teaching strategies and learning activities with the desired outcomes, ensuring that students acquire the necessary skills and knowledge to meet specific goals effectively [2].

Outcome-Based Education emphasizes the importance of tailoring educational experiences to meet the needs of learners by focusing on the end results of the learning process [3]. This approach encourages educators to design curricula and instructional methods that directly support the achievement of clearly defined learning outcomes, fostering a more targeted and efficient educational experience [4].

By systematically analyzing challenges encountered during the learning process, Outcome-Based Education facilitates continuous improvement in teaching design and instructional methods. This iterative process allows educators to identify areas for enhancement, adapt their strategies, and implement solutions that address specific learning barriers, ultimately improving the overall effectiveness of education delivery [5].

Integrating the principles of Outcome-Based Education into the training of preschool education professionals in higher education institutions offers significant potential for

Received: 24 March 2025

Revised: 14 May 2025

Accepted: 26 May 2025

Published: 31 May 2025



Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

innovation [6]. This approach encourages a shift from traditional teaching methods to more dynamic strategies that prioritize the development of practical skills and competencies essential for professional success [2].

The application of Outcome-Based Education in the preparation of preschool education professionals can redefine the conventional knowledge-focused training model [2]. By emphasizing competency development, this framework ensures that future educators are equipped with the practical abilities and professional attributes necessary to excel in their roles [6, 7].

Transitioning from a knowledge-transfer-oriented model to a competency-oriented framework under Outcome-Based Education highlights the importance of equipping students with skills that are directly applicable to real-world scenarios [8]. This shift fosters a more holistic approach to education, emphasizing the development of abilities that are critical for professional and personal growth [3, 9].

Outcome-Based Education places a strong focus on cultivating students' practical capabilities, professional qualities, and overall competencies [10, 11]. By prioritizing these aspects, this approach ensures that learners are prepared to meet the demands of their chosen fields and contribute effectively to their professional environments [12, 13].

The comprehensive competencies developed through Outcome-Based Education not only enhance students' readiness for professional challenges but also promote a well-rounded educational experience [2]. This approach underscores the importance of integrating theoretical knowledge with practical application to achieve meaningful and sustainable learning outcomes [10].

2. Main Challenges Facing the Cultivation of Preschool Education Professionals in Private Universities

With the rapid expansion of preschool education in China and the growing societal demand for highly skilled preschool educators, private universities have emerged as a significant contributor to the cultivation of professionals in this field. Their flexible operational mechanisms and strong alignment with market needs position them uniquely to address these demands [4]. Nevertheless, the cultivation process in private institutions faces notable challenges [3]. Limited availability of resources for academic operations hampers the ability to provide comprehensive training. Additionally, outdated educational philosophies fail to align with modern pedagogical advancements, creating a gap between theoretical instruction and practical application. Furthermore, insufficient collaboration between academic institutions and the preschool education industry weakens the integration of real-world practices into the curriculum. These issues collectively hinder the enhancement of training quality and reduce the alignment between the competencies of graduates and the evolving requirements of the preschool education sector.

2.1. Homogenized Cultivation Goals Lacking Distinctiveness

As supply-side structural reforms continue to evolve, private universities offering preschool education programs are placing greater emphasis on cultivating practitioners with comprehensive professional competencies. Defining clear and precise talent cultivation orientations has emerged as a pivotal element in the development and enhancement of these programs [1, 13]. However, it has been observed that certain universities exhibit a lack of distinctiveness in their cultivation goals, resulting in generalized and homogenized approaches that fail to align with the specific demands of the industry [7]. This lack of clarity undermines the effectiveness of curriculum implementation, as the absence of targeted objectives hampers the ability to adapt educational strategies to meet the dynamic requirements of kindergartens and early childhood education institutions. Consequently, these shortcomings in goal-setting hinder the development of high-quality professionals capable of addressing the nuanced challenges within the field of early childhood education.

2.2. Irrational Structure of Curriculum System Design

The curriculum system serves as the foundational framework for achieving talent cultivation objectives, and its level of scientific rigor and rational design directly influences the effectiveness of this process [13]. At present, the curriculum structure of preschool education programs in certain private universities exhibits significant deficiencies, primarily manifesting in two critical areas. Firstly, there exists an imbalance in the allocation of theoretical and practical courses. Theoretical courses, such as those focusing on preschool pedagogy, psychology, and educational statistics, dominate the curriculum, often exceeding 60% of the total course load. In contrast, practical training courses, including kindergarten activity design, the creation of teaching aids, and hands-on internships, are severely underrepresented, accounting for less than 30%. This disproportionate emphasis on theoretical instruction results in insufficient time and resources being allocated to practical teaching, which is essential for developing students' hands-on capabilities. Secondly, there is a pronounced disconnect between theoretical and practical courses, with the two operating in isolation from one another. Theoretical instruction often remains overly abstract and detached from the realities of kindergarten teaching practices, making it challenging for students to translate their academic knowledge into actionable skills. This lack of integration and systematic cohesion between theoretical learning and practical application hinders students from forming a unified understanding of professional knowledge and its practical implementation. Consequently, students may excel in theoretical comprehension but struggle with practical execution, leading to a phenomenon where they possess strong academic foundations but lack the operational skills required in real-world settings [8]. Such curriculum arrangements fail to align with the evolving demands of kindergartens and early childhood education institutions, which increasingly prioritize practical teaching competencies, problem-solving abilities in dynamic environments, and the holistic professional development of preschool educators [6, 8]. Addressing these structural issues is imperative to ensure that future educators are equipped with the comprehensive skill sets necessary to meet the challenges of modern early childhood education.

2.3. Single Teaching Methods Lacking Innovation

Teaching methods play a pivotal role in transforming theoretical knowledge into practical abilities [2]. The diversification and innovation of teaching approaches not only invigorate the classroom environment and enhance students' enthusiasm for learning but also foster independent and creative thinking, ultimately facilitating the internalization of specialized knowledge and the cultivation of comprehensive skills. Despite these advantages, the teaching practices observed in preschool education programs at certain private universities remain predominantly traditional and lack innovation [13]. The conventional teacher-centered, lecture-based approach continues to dominate, accounting for a significant portion of classroom time in most courses. In this model, educators primarily deliver knowledge in a one-way manner, positioning students as passive recipients with minimal opportunities for active engagement. This dynamic results in limited interaction and communication between teachers and students, which is essential for a vibrant learning experience. Furthermore, activities such as group discussions, case analyses, and situational simulations are infrequent, leaving students with scarce opportunities for hands-on practice and practical application within the classroom setting. Such a monotonous teaching approach not only diminishes the classroom's appeal and reduces students' motivation but also hampers the development of critical skills such as independent thinking, innovative problem-solving, and collaborative communication. Consequently, this method fails to adequately prepare students to meet the multifaceted professional demands of preschool education roles, where adaptability, creativity, and teamwork are indispensable [9]. Addressing these shortcomings requires a deliberate shift towards more interactive and student-centered teaching strategies that prioritize experiential learning and foster a dynamic exchange of ideas.

2.4. Imperfect Evaluation Mechanisms Lacking Multi-dimensionality

Teaching evaluation serves as a critical mechanism for maintaining the quality of talent cultivation and enhancing the educational process. It plays a pivotal role in identifying areas for improvement and ensuring that educational objectives align with the desired outcomes [7]. By systematically analyzing teaching practices, evaluation frameworks can provide valuable insights into the effectiveness of instructional methods and their impact on student learning [5].

In many private university preschool education programs, the current evaluation methods remain overly simplistic and lack the necessary depth to address the multifaceted nature of education [1]. These methods often fail to capture the diverse aspects of student development, focusing instead on narrow metrics that do not fully reflect the complexities of educational outcomes [7].

The evaluation process predominantly emphasizes the assessment of theoretical knowledge, often neglecting other critical dimensions of student development [8, 10]. This singular focus limits the ability to gauge students' practical skills, which are essential for their professional readiness and future success in real-world scenarios [11].

Furthermore, there is insufficient attention given to evaluating students' innovative thinking and their ability to apply creative solutions to complex problems [7]. This gap in the evaluation process undermines the cultivation of critical competencies that are increasingly valued in modern educational and professional contexts.

The lack of systematic and diversified evaluation content and methods further exacerbates the issue [5]. Without a comprehensive approach, it becomes challenging to accurately assess the full spectrum of students' abilities, including their intellectual, practical, and interpersonal skills [1]. This limitation hinders the ability to provide a holistic view of student development [8].

As a result, the evaluation process struggles to present a truthful and comprehensive picture of students' overall capabilities [13]. This shortcoming not only affects individual assessments but also impacts the broader understanding of educational effectiveness within these programs [6].

Another significant issue is the weak connection between evaluation outcomes and the optimization of curriculum systems [2]. The lack of integration between these elements prevents the evaluation results from being effectively utilized to refine educational strategies and align them with evolving goals [10].

The absence of a robust feedback loop between evaluation results and curriculum adjustments further limits the potential for meaningful teaching reform [9]. Without this linkage, it becomes difficult to ensure that educational practices evolve in response to identified needs and challenges [6].

This disconnect ultimately hampers efforts to achieve continuous improvement in teaching quality. A more dynamic and responsive evaluation system is essential to foster innovation and ensure that educational programs remain relevant and effective in meeting the demands of a rapidly changing world [10, 12].

In conclusion, addressing these shortcomings requires a comprehensive overhaul of evaluation mechanisms [2]. By incorporating multi-dimensional assessment methods and establishing stronger connections between evaluation outcomes and curriculum development, it is possible to create a more effective and adaptive educational framework that supports both student growth and institutional progress.

3. Key Principles for Cultivating Preschool Education Professionals in Private Universities under the OBE Concept

Addressing the significant challenges in cultivating talent for preschool education programs in private universities requires the strategic application of the Outcome-Based Education (OBE) concept [6]. This approach necessitates adherence to core principles that align with the essence of the OBE framework, the unique professional attributes of preschool education, and the operational realities of private institutions. These principles

serve as the foundational guidelines for designing and implementing a comprehensive talent cultivation model [13]. Furthermore, they play a pivotal role in ensuring the success and sustainability of reforms aimed at enhancing the effectiveness of talent development strategies [6]. By integrating these principles, private universities can better equip future educators with the skills and competencies required to meet evolving educational demands while fostering innovation and adaptability within the preschool education sector.

3.1. Adhering to the Principle of Fostering Virtue through Education

The effectiveness of fostering virtue through education serves as the fundamental benchmark for assessing the overall quality and success of university operations and educational outcomes [11]. This principle underscores the importance of aligning institutional goals with the cultivation of moral and ethical values, ensuring that educational practices contribute meaningfully to the holistic development of students [4]. By embedding this core criterion into the evaluation framework, universities can better measure their impact on shaping well-rounded individuals who are prepared to contribute positively to society [12].

Given the unique professional characteristics and specialized educational requirements of preschool education, it becomes imperative to integrate moral education as a foundational element throughout the academic journey [11]. This approach recognizes the distinct needs of this field, emphasizing the development of ethical awareness and professional integrity as essential components of the training process [4]. By addressing these particularities, institutions can ensure that future educators are equipped with the values and skills necessary to excel in their roles.

Moral education must permeate every stage of the talent cultivation process, serving as a guiding principle that shapes both the academic and personal growth of students [7]. This comprehensive integration ensures that ethical considerations are not treated as peripheral but are instead woven into the fabric of the educational experience [12]. Such an approach fosters a deep sense of responsibility and commitment among students, preparing them to uphold high standards of professionalism in their future careers [1, 9].

Grounded in the demand-centered logic of the Outcome-Based Education (OBE) concept, the cultivation of preschool education professionals requires a deliberate focus on fostering virtue through education [12]. This educational philosophy emphasizes aligning teaching methodologies and curricular design with the desired outcomes, ensuring that students not only acquire technical competencies but also internalize ethical principles [12]. By adopting this framework, institutions can create a more impactful and purpose-driven learning environment [7].

The training of preschool education professionals in private universities must place the highest priority on fostering virtue through education [6]. This entails a strategic and intentional effort to embed moral and ethical considerations into every aspect of the academic and professional training process [3]. By doing so, these institutions can cultivate educators who are not only skilled in their craft but also deeply committed to upholding the values that define their profession [12].

Achieving this goal requires the systematic integration of moral education elements across various components of the curriculum [9]. These include public foundational courses, core professional courses, elective offerings, and hands-on practical training modules [4, 12]. By embedding ethical principles into these diverse areas, institutions can ensure that students receive a well-rounded education that prepares them to navigate the complexities of their future roles with integrity and professionalism [13].

The incorporation of moral education into public basic courses, core professional courses, elective courses, and practical training segments is essential for fostering a comprehensive and cohesive learning experience [1]. This approach ensures that students are consistently exposed to ethical considerations, enabling them to develop a strong moral compass alongside their technical expertise [8]. Such integration is critical for

preparing future educators to meet the demands of their profession with confidence and ethical clarity [2, 9].

Through this holistic approach, students are nurtured to embody noble teacher ethics and cultivate an exemplary teaching style [7]. These qualities are essential for establishing a strong professional identity and fostering trust and respect within the educational community [10, 13]. By prioritizing these attributes, institutions can contribute to the development of educators who are not only competent but also serve as role models for their students and peers [3].

This comprehensive strategy solidifies the foundational professional qualities required for preschool education practitioners [12]. By emphasizing the integration of moral education throughout the training process, institutions ensure that graduates are well-prepared to meet the ethical and professional demands of their field [10]. This approach not only enhances the quality of education but also reinforces the broader societal impact of cultivating virtuous and capable educators [7, 9].

3.2. Adhering to the Goal-Driven Orientation

Designing education with outcomes as the central focus represents the core principle of the outcome-based education (OBE) framework [6, 12]. This approach emphasizes the importance of aligning educational strategies and methodologies with clearly defined objectives to ensure that the desired learning outcomes are achieved effectively [12, 13]. By prioritizing results-oriented planning, institutions can create a structured and purposeful educational environment that fosters meaningful learning experiences and measurable progress.

Private universities must begin by explicitly defining their talent cultivation objectives, which serve as the foundational framework for all academic and administrative activities. These objectives should act as a guiding compass, shaping the design and implementation of teaching methodologies, curriculum structures, and overall institutional strategies [13]. A clear articulation of these goals ensures that all efforts are directed toward achieving a cohesive and impactful educational mission.

These clearly defined objectives should form the cornerstone for organizing diverse teaching activities, constructing a robust curriculum system, and implementing practical teaching practices. By maintaining a consistent focus on these goals, institutions can ensure that their educational programs remain aligned with the overarching vision of fostering student success and professional readiness [5].

When establishing cultivation objectives, it is essential to ensure alignment with relevant national policies, regulatory frameworks, and industry-specific requirements [4, 6]. This alignment guarantees that the educational programs remain compliant with broader societal and professional standards, thereby enhancing their relevance and applicability in real-world contexts [13].

These objectives should be grounded in the actual job requirements and professional standards expected by frontline employers, such as kindergartens and early childhood education institutions. By incorporating these practical considerations, institutions can design programs that equip students with the skills and competencies necessary to meet the demands of their future roles effectively [6, 11].

In addition to addressing immediate job market needs, it is equally important to consider the long-term career development trajectories of preschool education professionals [4, 8]. This forward-looking perspective ensures that graduates are not only prepared for entry-level positions but are also equipped with the foundational knowledge and adaptability required for sustained professional growth [6].

By integrating both immediate and long-term considerations, institutions can establish talent cultivation objectives that are both scientifically grounded and practically feasible [3]. This comprehensive approach ensures that the educational programs are designed to produce well-rounded professionals who can contribute meaningfully to their fields [5].

Such scientifically formulated and practically oriented talent cultivation goals provide a strong foundation for the effective implementation of the OBE framework [1, 2]. They serve as a critical reference point for guiding all aspects of the educational process, ensuring that the institution's efforts are consistently aligned with its overarching mission [1, 11].

The establishment of these goals supports the seamless integration of the OBE concept throughout the entire process of cultivating talent in preschool education [8]. By maintaining a clear focus on outcomes, institutions can create a cohesive and effective educational system that prepares students for both immediate and future professional challenges.

This outcome-oriented approach ensures that the entire process of talent cultivation in preschool education is systematically aligned with the principles of the OBE framework [3]. By doing so, institutions can foster the development of highly competent professionals who are well-prepared to meet the evolving demands of the education sector [5].

3.3. Adhering to the Student-Centered Principle

Placing students at the core of the learning process and valuing their active participation is a fundamental aspect of the Outcome-Based Education (OBE) framework. This approach prioritizes comprehensive teaching diagnostics and continuous optimization of instructional methods, all aimed at enhancing student learning outcomes and fostering the development of well-rounded abilities. For private universities, embracing the student-centered principle is not only a theoretical requirement of the OBE framework but also a practical strategy to enhance educational effectiveness and nurture students' capacity for independent learning. In the process of talent cultivation, private colleges must consider the unique characteristics of their student population as a foundation for establishing tiered teaching objectives and designing customized educational programs. Educators should thoroughly assess students' foundational knowledge, cognitive styles, learning preferences, and skill levels through interactive classroom activities, feedback on assignments, and one-on-one communication. This enables the implementation of differentiated teaching strategies tailored to the diverse learning needs of students. Simultaneously, institutions and educators should develop robust mechanisms for collecting and analyzing student feedback. By actively soliciting students' perspectives and constructive suggestions on curriculum design, teaching methodologies, practical training arrangements, and other academic aspects, schools can refine their instructional plans, reorganize classroom structures, and enhance teaching content to align with student expectations [10]. Furthermore, in the evaluation process, students should play a pivotal role as evaluators. Incorporating methods such as self-assessment and peer assessment fosters a multi-dimensional feedback system that provides comprehensive insights into the teaching process [13]. These measures collectively contribute to improving the quality of education, advancing the effectiveness of talent cultivation, and achieving a continuous cycle of enhancement and progressive development in the training of preschool education professionals within private colleges. By adhering to these principles, institutions can ensure that their educational practices remain dynamic, responsive, and aligned with the evolving needs of their students.

4. Exploration of the Talent Cultivation Model for Preschool Education Majors in Private Universities under the OBE Concept

Grounded in the fundamental principles of fostering virtue through education, prioritizing goal-driven orientation, and emphasizing student-centered approaches, private universities must undertake comprehensive and profound reforms to enhance the talent cultivation model for preschool education majors. These reforms should align with the unique operational characteristics of private institutions and address the specific demands of the preschool education sector. To achieve this, it is essential to innovate across multiple dimensions, including the cultivation philosophy, curriculum design,

instructional methodologies, and evaluation frameworks. By doing so, private universities can establish a talent cultivation model that not only embodies the essence of the Outcome-Based Education (OBE) concept but also aligns with the evolving requirements for the high-quality development of preschool education [9]. This approach ensures that graduates are well-equipped to meet industry standards and contribute meaningfully to the advancement of early childhood education.

4.1. Integrating "Job-Oriented Learning" Throughout the Entire Cultivation Process

Private universities must thoroughly analyze the essential competencies required for roles in early childhood education, including positions in kindergartens and related institutions [7]. This understanding should be derived from comprehensive market research and collaborative efforts with enterprises in the education sector [11]. Such an approach ensures that the curriculum aligns with the evolving demands of the job market [3].

Through active engagement in school-enterprise partnerships, institutions can gain valuable insights into the specific skills and knowledge that employers prioritize [2]. This collaboration enables universities to refine their educational strategies, ensuring that students are equipped with the practical expertise necessary for their future careers.

Based on these insights, universities should establish clear and targeted talent cultivation objectives [6]. These objectives must be reflected in meticulously designed teaching plans that emphasize the integration of job-oriented learning principles. This strategic alignment ensures that the educational process remains focused on producing graduates who meet industry expectations [3].

The concept of "job-oriented learning" should be seamlessly embedded throughout the entire educational journey [9]. This approach not only enhances the relevance of the curriculum but also fosters a learning environment that prioritizes the development of practical skills alongside theoretical knowledge.

By adopting this methodology, graduates are better prepared to meet the demands of their chosen professions. They acquire the necessary professional knowledge and practical abilities, enabling them to transition smoothly into the workforce and effectively contribute to their respective fields [9].

For instance, the role of a kindergarten teacher requires a comprehensive skill set that extends beyond foundational knowledge [4]. Students must be trained to apply their expertise in real-world scenarios, ensuring they are capable of addressing the multifaceted challenges of early childhood education [7].

To excel in such roles, students need to master core competencies related to child development, educational methodologies, and the design and implementation of engaging activities [8]. These skills form the cornerstone of effective teaching practices in early childhood settings [4].

In addition to technical expertise, students must develop strong interpersonal skills, including effective communication and collaboration [5]. These abilities are critical for fostering positive relationships with children, parents, and colleagues, thereby enhancing the overall educational experience [12].

Observation and assessment skills are equally important, as they enable educators to monitor and evaluate the progress of children effectively [7]. Furthermore, classroom management capabilities are essential for creating a structured and supportive learning environment [4].

By aligning job requirements with curriculum design, universities can ensure that their teaching methodologies are directly relevant to professional demands [7]. This alignment fosters a seamless connection between academic learning and practical application, enhancing the overall effectiveness of the educational process.

This integrated approach addresses the prevalent issue of homogenized cultivation goals, which often fail to meet the diverse needs of the job market [11]. By tailoring educational programs to specific career paths, institutions can produce graduates who are uniquely equipped to excel in their chosen fields.

Ultimately, this strategy guarantees that graduates possess the competencies required to thrive in preschool education [12]. By bridging the gap between academic preparation and professional expectations, universities play a pivotal role in shaping the future workforce [2].

This comprehensive framework ensures that graduates are not only academically proficient but also practically capable, thereby meeting the high standards demanded by the field of preschool education [1, 8].

4.2. Optimizing the Curriculum System through "Course-Job Alignment"

Deepening the mechanism of school-enterprise collaborative education serves as a crucial foundation for fostering a more precise alignment between the curriculum system and the evolving demands of job roles [8]. This approach ensures that educational institutions remain responsive to the dynamic needs of the labor market, thereby enhancing the relevance and applicability of academic programs [6, 13].

Private universities must actively engage in understanding enterprise job requirements and recruitment standards [9]. By doing so, they can develop a more targeted and precise talent cultivation framework that aligns with industry expectations, ensuring that graduates are well-prepared for their professional roles.

To achieve this, institutions should adopt a forward-thinking approach to talent development, emphasizing the integration of practical skills and theoretical knowledge [4]. This involves designing curricula that not only meet current industry standards but also anticipate future trends and challenges in the job market [4].

Increasing the proportion of practical courses within the curriculum is essential [7]. This ensures that students gain hands-on experience and develop the skills necessary to excel in real-world professional environments [10, 11]. Such an approach bridges the gap between academic learning and practical application [13].

The smooth implementation of practical components, such as on-campus training, internships, and skills competitions, is vital [8]. These activities provide students with opportunities to apply their knowledge in controlled yet realistic settings, fostering their professional growth and readiness [3].

Specific strategies to optimize the curriculum include establishing a systematic "multi-platform, sub-module" structure [12]. This framework encompasses core platforms such as professional foundations, practical training, comprehensive competence, and career development, ensuring a holistic approach to education [4].

Each platform within this structure is further divided into corresponding course modules [10]. These modules are designed to address specific competencies and skills, ensuring that students receive a well-rounded education that prepares them for diverse professional scenarios [10, 13].

The comprehensive competence module, for instance, emphasizes critical areas such as communication, teamwork, and innovative thinking [9]. By focusing on these aspects, the module aims to enhance students' overall career competitiveness and adaptability in various professional contexts [1, 11].

Implementing a "four-stage" practical teaching system further strengthens the curriculum [1, 10]. This system is designed to provide students with progressive learning experiences that build their skills and confidence over time, ensuring a seamless transition from academic settings to professional environments [2].

The basic practice stage introduces students to job responsibilities and work environments through visits to relevant institutions [7]. This initial exposure helps them develop a foundational understanding of their future roles and the expectations associated with them.

The professional competence practice stage leverages on-campus training bases to provide students with both theoretical and practical skills training [10]. This stage emphasizes the integration of knowledge and application, preparing students for the technical demands of their professions [7].

The innovation competence practice stage focuses on fostering creativity and problem-solving abilities [12, 13]. Activities such as innovation competitions and technological projects encourage students to apply their skills in novel ways, promoting a culture of innovation and continuous learning [13].

Finally, the comprehensive competence practice stage aims to develop students' adaptability, problem-solving capabilities, and self-development skills [11]. Through internships, graduation projects, and similar activities, students achieve a well-rounded improvement in their professional qualities and career readiness [12].

This multi-faceted approach to curriculum optimization ensures that students are equipped with the knowledge, skills, and competencies required to thrive in their chosen careers [2]. By aligning educational practices with industry needs, institutions can significantly enhance the employability and success of their graduates [3, 4].

4.3. Innovating Teaching Methods with a "Student-Centered" Approach

The Outcome-Based Education concept prioritizes outcome orientation, emphasizing the active role of students while refining the teaching process through backward design principles. To address the challenges posed by traditional teacher-centered classrooms, which often limit interaction and engagement, preschool education program instructors can integrate flipped classrooms with project-based teaching methodologies. These approaches can be further enhanced by incorporating virtual reality technology to facilitate immersive simulation training, enabling students to shift from passive knowledge absorption to active participation in learning activities. For example, in project-based teaching, the pre-class phase can involve the creation of dynamic learning scenarios using thought-provoking questions, visual aids, or brief video presentations to stimulate critical thinking and foster group discussions. During the class, instructors systematically introduce foundational theories before presenting specific practical projects. Students are then organized into collaborative groups with clearly defined roles, working together to implement the projects and ultimately presenting their outcomes. This process concludes with a comprehensive evaluation, ensuring both theoretical understanding and practical application are achieved [10].

4.4. Constructing a "Diversified + Multi-dimensional" Teaching Evaluation System

Preschool education programs should prioritize the establishment of a "diversified + multi-dimensional" evaluation system to enhance the effectiveness of teaching and learning processes. "Diversification" highlights the inclusion of various evaluation participants, encompassing not only educators but also feedback from students, employers, and other relevant stakeholders [7]. Meanwhile, "multi-dimensional" underscores the expansion of evaluation criteria to ensure greater transparency and objectivity, thereby providing a holistic assessment of students' diverse competencies. For instance, the course "Preschool Children's Mathematics Education and Activity Guidance" serves as a practical application of this approach. Students are expected to thoroughly understand the principles governing preschool children's mathematical cognitive development, acquire a solid foundation in the core theories of the subject, and demonstrate the ability to independently design, execute, and evaluate educational activities. To achieve these objectives, the evaluation system employs a multi-method integrated model. Online teaching platforms are utilized to assess students' grasp of foundational knowledge, while project-based learning outcomes and classroom engagement are combined to evaluate their practical skills. Additionally, teacher evaluations, self-assessments by students, and peer assessments are incorporated to ensure a balanced and comprehensive appraisal. This approach ultimately facilitates the formation of scientific and well-rounded evaluation conclusions, contributing to curriculum refinement and the advancement of students' abilities.

References

1. X. Ren and Q. Sun, "Exploration and Research on the Construction of First-class Undergraduate Major of Architecture A Case Study on Xi'an University of Science and Technology," *Journal of Landscape Research*, vol. 14, no. 4, pp. 57-60, 2022.
2. J. Peng, "Research on Talent Cultivation Model Construction of Biology Teacher Education Based on OBE Concept," *learning*, vol. 3, no. 5, pp. 27-31, 2021.
3. J. Wang, "Exploring the Curriculum Setting and Reform of Preschool Education Majors in Colleges and Universities under the Concept of OBE Education," *Frontiers in Educational Research*, vol. 7, no. 7, 2024.
4. C. Wan, "Optimization and Practical Research on Preschool Education Professional Curriculum System Based on the OBE Concept," in *Proceedings of the 2024 International Conference on Intelligent Education and Computer Technology*, pp. 35-39, June 2024.
5. T. Yu, X. Yan, and Y. Jin, "Vocational education in China," in *Education in China and the World: National Development and Global Benchmarking*, pp. 361-418, 2024.
6. P. Xu and D. Xu, "Analysis of Creative Drama Education Based on Transverse Ability Training," in *2021 International Conference on Modern Education and Humanities Science (ICMEHS 2021)*, pp. 65-70, Atlantis Press, Feb. 2021.
7. L. Li and G. Wang, "Exploration and Practice of 'Six in One' Teaching Mode Based on OBE Concept—Take 'Language Education for Preschool Children' as an Example," in *2022 11th International Conference on Educational and Information Technology (ICEIT)*, pp. 149-153, IEEE, Jan. 2022.
8. Y. Wu, "Research on the path of preschool education curriculum system construction under OBE teaching concept," in *2021 2nd International Conference on Computers, Information Processing and Advanced Education*, pp. 235-239, May 2021.
9. E. P. Marpa, "Preservice Teachers' Perceived Philosophies of Education in the Context of Outcome-Based Teacher Education Curriculum (OBTEC)," *International Journal on Studies in Education (IJonSE)*, vol. 5, no. 1, 2023.
10. C. Deneen, G. T. Brown, T. G. Bond, and R. Shroff, "Understanding outcome-based education changes in teacher education: evaluation of a new instrument with preliminary findings," *Asia-Pacific Journal of Teacher Education*, vol. 41, no. 4, pp. 441-456, 2013.
11. J. Iloanya, "Preparing the 21st century teacher for the implementation of outcomes-based education: the practical reality," *American Journal of Educational Research*, vol. 7, no. 7, pp. 439-444, 2019.
12. P. Hetrakul and S. Nirunthawee, "Outcome-based model of supervision for improving teaching process in private bilingual kindergarten schools," 2021.
13. P. Nelson and P. A. Holdren, "Promoting Democracy and Inclusion through Outcome-Based Teacher Education," 1995.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of Publisher and/or the editor(s). Publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.