

Research on the Path of High-Quality Development of Preschool Education——Taking the 24th Kindergarten of Xi'an High - tech Zone as an Example

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ABSTRACT

High - quality development is the primary task for building a modern socialist country in an all - round way. The report of the 20th National Congress of the Communist Party of China has pointed out the direction for the development of education, which is to "adhere to people - centered development of education, accelerate the construction of a high - quality education system, develop quality - oriented education, and promote educational equity". Preschool education is an indispensable and important part of the education cause. Therefore, accelerating the construction of a high - quality preschool education system and unwaveringly promoting the high - quality development of preschool education have become the fundamental position of the development of preschool education. The key to the future development of preschool education lies in standing firm in the new historical positioning on the existing development basis, finding the path and direction, actively responding to problems and challenges, solving the bottleneck problems restricting development, and ensuring the high - quality development of preschool education.

1. Achieving High - quality Development is the New Historical Positioning of Preschool Education

The term "quality" has two meanings: one is a physical quantity representing the magnitude of an object's inertia, and sometimes it also refers to the amount of matter contained in an object; the other is the degree of excellence or inferiority of a product or work. It can be seen that quality itself contains both the essence of things and the degree of people's satisfaction with the needs of things. The word "quality" is inherently linked to people's needs. The different stipulations of "quality" and "quantity" de-

termine that "quality is a concept of the coupling of fact and value". When the attributes of different things act on different objects, they have different applicability, that is, different concepts of quality. In the field of sociology, the concept of public service quality is defined as the degree to which the inherent characteristics in the process and result of providing basic public services meet the relevant specified requirements and the requirements of the public. As one of the public services, education should not only conform to the reality of social development but also meet the needs of service objects. Exploring the "quality" of education is the pursuit of whether education has reached a high - quality state in the two dimensions of "quality" and

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"quantity", and also the pursuit of whether the ultimate goal of education meets the needs of the development of service objects - the needs of human development. With the development of the economy and society, from "having access to education" to "having good education", and from pursuing "having a school to attend" to pursuing "attending a good school", the people's standards for satisfactory education are undergoing positive changes. This yearning and demand for a better educational life will inevitably promote the continuous development of education to a higher level. Providing higher - quality education for the people has become an inevitable requirement for building a high - quality education system in the new era.

1.1 From "Opportunity" to "Quality": The Realistic Basis for the Development of Preschool Education

For many years, ensuring that every child has access to kindergarten has been a livelihood issue that the people have strongly reflected and the society has paid close attention to. The emergence of this problem is inseparable from the long - standing difficulties in preschool education, such as a weak foundation, many debts, small scale, and poor popularization. In 2018, the Central Committee of the Communist Party of China and the State Council issued the *Several Opinions on Deepening Reform and Standardizing the Development of Preschool Education*, which pointed out that by 2020, a widely covered, basic, and high - quality public service system for preschool education should be basically established to effectively solve the problems of "difficulty in entering kindergarten" and "high cost of entering kindergarten". The Party Central Committee has placed the construction of a universal, inclusive, safe, and high - quality preschool education at an unprecedented important position, which is an important strategic deployment for achieving the second centenary goal and a concrete manifestation of the people - centered governance concept.

1.2 From "Quality" to "High Quality": The Inevitable Choice for the Development of Preschool Education

The report of the 20th National Congress of the Communist Party of China places accelerating the construction of an education power at the top. The construction of an education power is a process of promoting the connotative development of education with high - quality development as the era characteristic. Taking "high - quality development" as the goal of pursuit for preschool education is in line with the development strategy of transforming

from a large education country to an education power. At present, the people's yearning for high - quality education is stronger. To run preschool education into education satisfactory to the people, "high quality" has become the inevitable choice for the development of preschool education. Existing studies have looked at the international preschool education quality framework and quality policies and found that the strategic goals of preschool education development mainly reflect two points: one is to ensure that all children enjoy high - quality or quality preschool education; the other is to create a better future for individuals, society, and the country. Therefore, preschool education should not only pay attention to the diverse development demands of children as individuals and achieve the all - round and harmonious development of individuals through personalized educational means but also give full play to its foundational role and sustainable influence, lay a solid foundation for children's follow - up learning and lifelong development, and contribute to national development.

2. Challenges in Building a High - quality Preschool Education System in the New Era

2.1 The Mechanism for the High - quality and Inclusive Development of Preschool Education Needs to be Improved

The high - quality development of preschool education is a continuous upgrading dynamic process, which requires us to timely examine the new problems brought about by scale expansion and the new forms presented by systematic construction and respond to and guarantee the reform and development of preschool education with innovative mechanism construction. First, the systematic construction of the inclusive development of preschool education is insufficient. From the perspective of the internal system of preschool education, with the adjustment of the fertility policy, the problem of mismatched supply and demand of childcare services is becoming more and more serious, and "integration of childcare and education" has gradually become the development direction of preschool education in the future. However, "integration of childcare and education" is by no means a simple equivalence or connection of the two development stages. Only on the basis of overall thinking and systematic planning for the childcare services of infants and young children aged 0 - 6 can innovative mechanism construction effectively meet the childcare needs of families with infants and young children aged 0 - 3 and reduce the educational and parenting pressure of families. Second, from the perspective of the external system of preschool education, in

recent years, the state has paid more and more attention to the effective connection between the preschool education system and other education systems. Whether it is the "double reduction" policy issued by the Ministry of Education or the guiding opinions on the connection between kindergarten and primary school, they all emphasize the scientific connection and smooth transition between the two school sections.

2.2 The Theoretical Interpretation of the High - quality Development of Preschool Education Needs to be Broken Through

Strengthening theoretical research and accelerating theoretical innovation can not only provide theoretical guidance for the construction of a high - quality preschool education system but also effectively make up for the insufficient support of theoretical guidance for the practical development of preschool education. First, the theoretical research of preschool education needs to return to its origin. The concept of high - quality development further clarifies the position of people in development, focusing on the all - round and free development of people. This urges the theoretical research of preschool education to return to its origin, re - understand the core element of "people" in preschool education, return to educational rationality and educational laws, and focus on the core issues of "why to cultivate children", "what kind of children to cultivate", and "how to cultivate children".

2.3 The Allocation of Preschool Education Resources Needs Structural Reform

High - quality education is based on high - level education resource allocation, and "an important manifestation of high - quality development is to improve the supply quality. From the perspective of supply quality, promoting structural adjustment and correcting factor allocation distortion through reform methods to improve the supply level is the basic way to achieve high - quality development." The insufficient and unbalanced supply of high - quality preschool education resources has become the main obstacle to building a high - quality preschool education public service system. First, the supply of inclusive resources does not match the needs of social development. Taking the financial investment in preschool education as an example, the financial investment in preschool education is mainly distributed to relevant educational institutions in the form of per capita funding, which follows the financial security mechanism of the compulsory education stage.

3. Path Orientation for the High - quality Development of Preschool Education

3.1 Mechanism Improvement: Guaranteeing the High - quality Development of Universal and Inclusive Preschool Education

First, the high - quality development of preschool education must strengthen government functions and the joint participation of multiple subjects. The development of preschool education is the common responsibility of the government, kindergartens, families, and society. For a long time, due to the restrictions of the overall development level of preschool education and other factors, the problem of co - governance and connection among the main stakeholders in education has not been fully valued, leading to frequent problems such as poor coordination between families, kindergartens, and communities and poor connection between kindergarten and primary school. To build a high - quality preschool education system, it is necessary to 凝聚 the consensus of multiple subjects on the construction of a high - quality system and work together with the same frequency.

3.2 Theoretical Breakthrough: Reinterpreting the Child - oriented Chinese Characteristics Preschool Education Theory System

First, the Chinese characteristics preschool education theory system must return to its origin and focus on the issue of human development. The Chinese characteristics preschool education theory in the new era includes the basic categories and theoretical systems of educational ontology, axiology, and practical theory, and should answer questions such as what preschool education is, why preschool education is needed, and how preschool education should be carried out. General Secretary Xi Jinping's important expositions on preschool education have been developed in the fertile soil of educational practice of socialism with Chinese characteristics in the new era and coordinate and lead the development of preschool education. The educational purpose view of the all - round development of young children, the educational subject view of young children as the foundation, the educational method view of tripartite cooperation, and the scientific educational evaluation view cover all the contents required by preschool education in the new era and make a scientific answer to the three essential questions of preschool education. Therefore, we should systematically and deeply excavate the era value and profound connotation of General Secretary Xi Jinping's expositions on preschool

education, let preschool education research return to its origin, re - understand the core element of "people", and return to educational rationality and educational laws.

3.3 Grasping the Key: Providing a Supportive Environment for the Construction of Kindergarten Teacher Teams

First, a supportive environment for the professional development of kindergarten teachers should be built to protect the legitimate rights and interests of teachers. Studies have shown that whether the legitimate rights and interests of kindergarten teachers can be protected is the most important and fundamental factor affecting the professional development of teachers and the stability of the teacher team. Therefore, on the one hand, we should effectively improve the status and treatment of kindergarten teachers and protect their professional rights and interests by improving the security system for kindergarten teachers and accelerating the legislation of preschool education. On the other hand, we should overall optimize the investment mechanism for the professional development of kindergarten teachers by establishing a long - term investment mechanism for the construction of kindergarten teacher teams, setting up special funds for teacher professional development, and formulating special fund use supervision and management systems^[3].

3.4 Connecting Supply and Demand: Realizing the Supply - side Structural Reform of Preschool Education Resources

First, we should optimize the path of supply - side structural reform. To achieve the goal of the supply - side structural reform of preschool education resources, we must optimize the path of supply - side structural reform. In order to achieve this goal, the supply - side structur-

al reform of preschool education should start from the reality of educational inequality and the actual needs of development, adjust and optimize the overall allocation of educational resources, continuously improve and expand the supply of high - quality educational resources, and gradually adjust the supply - demand relationship.

3.5 Evaluation Guidance: Improving the Quality Evaluation and Monitoring of Kindergarten Care and Education

First, we should adhere to the scientific orientation of the quality evaluation of kindergarten care and education. Educational quality evaluation is an important measure to guarantee and improve the quality of kindergarten care and education. The quality evaluation standards for care and education are the direction for kindergarten education practice. Therefore, in the new era, to innovate the quality monitoring and evaluation mechanism for kindergarten care and education, we should still adhere to the scientific orientation of evaluation.

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