

Research on the Construction Path and Strategy of Integrated Talent Cultivation Mode of Campus Cooperation for Early Childhood Education Majors



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Abstract: With the continuous development of early childhood education, the quality of talent training has become a key factor in enhancing the overall level of the industry and plays an important role in improving and optimizing the quality of early childhood education. This paper focuses on the integrated talent training model of Integrated Campus cooperation in early childhood education majors. It explores the construction of an efficient and collaborative talent training path and strategies from four aspects: improving the cooperative mechanism, deepening curriculum reform, building practice bases, and innovating the evaluation system. By establishing a long-term and stable cooperative platform, integrating theoretical and practical courses, creating standardized training bases, and developing a diversified evaluation system, this model can effectively promote the improvement of students' professional abilities and the cultivation of their comprehensive quality. It also provides theoretical support and practical guidance for the innovation of talent training models in early childhood education.

Keywords: early childhood education major, integrated campus cooperation, talent training model, construction path

1. Introduction

Early childhood education, as an essential component of basic education, plays a crucial role in the long-term development of the educational sector. The quality of talent training in this field directly impacts the overall progress and effectiveness of education. Traditional talent training models often suffer from the disconnection between theory and practice, as well as the dispersion of resources, making it difficult to meet the demands of modern early childhood education. Against this backdrop, the integrated campus cooperation talent training model has emerged. This model aims to achieve resource sharing and complementary advantages between universities and kindergartens, thereby promoting the

practical and professional development of talent training.

Therefore, in the context of talent training and research in early childhood education majors, analyzing the construction paths and strategies of this model based on existing research and practical experience can provide a systematic solution for the reform of talent training in early childhood education. This, in turn, will contribute to enhancing the quality of talent training and the effectiveness of education.

2. The Construction Value of the Integrated Campus Cooperation Talent Training Model in Early Childhood Education Majors

2.1 Enhancing the practicality and professional competence of talent training

The integrated campus cooperation talent training model deeply integrates the authentic

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educational environment of kindergartens into the talent training process of early childhood education majors, significantly enhancing students' practical abilities and professional quality. Under this model, students are not limited to theoretical learning in the classroom but can directly enter the actual teaching settings of kindergartens and participate in daily educational activities. This allows them to experience and apply professional knowledge in real contexts. Such practical opportunities enable students to better understand various theories and methods of early childhood education, and to enhance their hands-on and problem-solving skills. Through close collaboration with kindergarten teachers, students continuously observe children's behaviors and developmental characteristics in practice, thereby sharpening their observational skills and ability to accurately grasp children's needs. Additionally, through communication and interaction with kindergarten teachers, children, and parents, students improve their interpersonal communication and teamwork skills (Wei & Tian, 2025). Moreover, students can also participate in the design and implementation of teaching activities, learning how to develop teaching plans and content based on children's interests and developmental levels. This process not only deepens students' understanding of early childhood education theories but also promotes the integration of theory and practice, helping them form a systematic and complete structure of professional knowledge and teaching skills. Ultimately, this talent training model based on campus cooperation not only equips students with a solid theoretical foundation but also with the ability to adapt to real teaching environments. It comprehensively enhances their professional quality and career competitiveness, laying a solid foundation for their future as high-quality early childhood educators.

2.2 Optimizing the allocation of educational resources and improving teaching quality

The integrated campus cooperation model optimizes the allocation of educational resources and enhances teaching quality by facilitating resource

sharing between universities and kindergartens and leveraging their respective strengths in talent training. Universities, as centers of theoretical knowledge and research capabilities, are responsible for providing systematic and scientific theoretical guidance in early childhood education and for promoting the development of the discipline through educational research (Zhang, 2025). Meanwhile, kindergartens, as the practice bases for early childhood education, offer universities rich real-world teaching environments and first-hand case resources, enabling students to engage in actual educational activities. This cooperation model breaks the traditional isolation of educational resources, closely integrating theory with practice. It not only makes teaching content more aligned with the latest industry needs and development trends but also greatly enriches the connotation and forms of teaching. With the theoretical guidance of universities and the practical support of kindergartens, students can gain a more comprehensive and multi-dimensional learning experience, enhancing their ability to solve practical problems and their professional application skills. More importantly, the integrated campus cooperation mechanism promotes collaborative innovation between the two parties in teaching management, curriculum development, and faculty training, forming a positive and interactive teaching ecosystem. This not only drives the optimization of talent training programs but also makes teaching evaluation and quality monitoring more scientific and effective, ensuring continuous improvement in the quality of talent training. In summary, the integrated campus cooperation model, while optimizing the allocation of educational resources, promotes the improvement of teaching quality. It provides a solid foundation for cultivating high-quality and practically skilled professionals in early childhood education majors and injects new vitality into the development of the education sector.

2.3 Promoting collaborative talent training and innovation mechanism construction between the campus and kindergartens

The campus cooperation model effectively

fosters a long-term and stable collaborative relationship between universities and kindergartens, forming a talent training mechanism that involves multiple parties and shares resources. This collaborative talent training model not only closely links universities and kindergartens but also promotes the in-depth integration of industry and education. In practical terms, through the development of scientific and rational cooperative training plans, both parties participate in the entire process of talent training, ensuring that students acquire solid theoretical knowledge as well as rich practical experience. The implementation of the dual-mentor system is a key manifestation of this mechanism, with university teachers providing theoretical guidance and kindergarten teachers being responsible for practical teaching, thereby achieving organic integration of theory and practice (Chen, 2023). The construction of practice bases provides students with a real and systematic platform for practice, enabling them to develop teaching skills and professional qualities in real educational settings. Moreover, the continuous exploration and innovation of teaching methods and management mechanisms during the cooperation process drive the ongoing optimization of curriculum content, teaching methods, and evaluation systems. This significantly enhances the adaptability and innovation capacity of early childhood education talent training. Through these measures, the talent training model becomes more flexible and diverse, able to promptly respond to industry development needs and educational reform trends. More importantly, this collaborative mechanism not only ensures the quality and effectiveness of talent training but also provides solid talent and intellectual support for the development of the early childhood education sector. In the future, as campus cooperation continues to deepen, the continuous construction of innovative mechanisms will become a key driving force for the high-quality development of early childhood education majors. It will help cultivate more high-quality, versatile early childhood education professionals who meet the needs of the times and promote the sustainable

development of the entire industry.

3. The Construction Path and Strategy of The Integrated Personnel Training Mode of Early Childhood Education Professional Campus Co-operation

3.1 Improve the cooperation mechanism and build an interactive communication platform

Improving the cooperation mechanism is the foundation and key to constructing an integrated talent cultivation model of preschool education major through campus cooperation. Establishing a long-term and stable cooperation mechanism between universities and kindergartens, clarifying the responsibilities and specific cooperation content of both parties in the cooperation process, is an important prerequisite for ensuring the quality of talent cultivation. Through a systematized cooperation framework, both parties can achieve high coordination and cooperation in aspects such as sharing of teaching resources, alignment of talent cultivation goals, and practical arrangements (Peng et al., 2021). To ensure smooth and efficient cooperation, regular joint meetings should be held, and an information-sharing platform should be established to form a good two-way communication channel, enabling universities and kindergartens to exchange information on talent cultivation needs, teaching progress, and problems encountered and improvement measures in practical teaching in real time. Two-way communication not only promotes the transparency and sharing of information between both parties but also enhances the targeting and flexibility of cooperation, ensuring that the cultivation plan and practical activities are closely integrated with actual needs.

Promoting the construction of a dual-mentor system is one of the important measures to improve the cooperation mechanism. Under this mechanism, university teachers and kindergarten teachers jointly participate in the entire process of students' cultivation. University teachers focus on theoretical knowledge instruction and academic guidance, while kindergarten teachers are responsible for practical

teaching and on-site guidance. The two complement each other's strengths, achieving an organic integration of theory and practice. The dual-mentor team not only provides students with richer and more diverse guidance resources but also promotes professional communication and joint growth among teachers. In addition, the cooperation mechanism should also include standardized management processes and evaluation systems, clarifying the responsibilities and rights of both parties to ensure the stability and sustainable development of cooperation. By improving the cooperation mechanism and establishing an efficient two-way communication platform, the preschool education major can effectively integrate on- and off-campus resources, optimize the talent cultivation environment, and achieve dynamic alignment between teaching content and practical needs, thereby continuously improving the quality of talent cultivation. This is not only conducive to the cultivation of students' professional abilities and comprehensive qualities but also helps to deliver high-quality talents that meet the requirements of the times to the preschool education industry, promoting the healthy and innovative development of the preschool education cause.

3.2 Deepen curriculum reform and integrate theoretical and practical content

Deepening curriculum reform is an important path to promote the integrated talents cultivation model of preschool education major through campus cooperation. In view of the particularity and practical needs of the preschool education major, it is necessary to optimize the curriculum system and integrate the actual teaching needs of kindergartens into the curriculum design in an organic manner. This ensures that students not only master solid theoretical knowledge but also possess rich practical abilities (Zhang & Ye, 2020). The curriculum content should be closely integrated with the latest educational concepts and advanced teaching methods of kindergartens, focusing on the combination of theory and practice to enhance the relevance and practicality of the curriculum. To this end, practical training

courses should be set up to provide students with real operational opportunities, thereby improving their educational skills and on-site response abilities. Case analysis should be used to help students gain a deeper understanding of specific problems and solutions in the teaching process. At the same time, thematic discussions should be conducted to guide students to pay attention to the hot and difficult issues in the development of preschool education, cultivating their independent thinking and innovation abilities. Universities and kindergartens should jointly develop teaching resources to achieve dynamic updates and synchronized development of curriculum content. University teachers and kindergarten teachers should jointly participate in the design and revision of teaching content to ensure that it not only conforms to the development trend of the discipline but also meets the actual teaching needs of kindergartens. Through resource sharing and collaborative development, continuously enrich and improve teaching cases, practical training materials, and auxiliary teaching tools to provide students with diversified and systematic learning resources. In addition, deepening curriculum reform should also promote innovation in teaching methods, encouraging the use of project-based learning, situational teaching, and inquiry-based teaching methods to enhance students' interest and initiative in learning. Through the deep integration of theory and practice, students can not only systematically master the basic theories of preschool education but also apply their knowledge in practice to improve their ability to solve practical problems.

3.3 Build practice bases and ensure practical training conditions

Building high-quality practice bases is an important support to ensure the effective implementation of the integrated talents cultivation model of preschool education major through campus cooperation. Relying on cooperative kindergartens to build standardized and functionally complete practice bases, providing students with a real and systematic teaching environment, is a key link in promoting the deep integration of students' theory and practice.

Practice bases should not only have complete teaching facilities and safety protection measures but also establish scientific and standardized management systems to ensure that students can receive effective guidance and safety protection during their internships and practical training (Liu, 2019). By optimizing the hardware conditions of the base, such as improving classroom equipment, children's activity spaces, and multimedia teaching tools, the modernization level of the teaching environment can be enhanced, creating a good practical atmosphere and conditions for students. Practice bases should design and carry out diversified practical activities according to their own characteristics and resource advantages, covering various aspects such as classroom teaching, parent-child interaction, and community services, to enrich students' practical experiences. Classroom teaching practice gives students the opportunity to personally participate in the teaching and management of young children, exercising their teaching organization and classroom control abilities. Participation in parent-child activities enhances students' understanding of family education and cultivates their communication, coordination, and emotional interaction skills. Community service activities broaden students' horizons and enhance their sense of social responsibility and comprehensive quality. Diversified practical content not only promotes the comprehensive improvement of students' professional skills but also helps cultivate their professional quality, laying a solid foundation for them to become high-quality preschool education talents with practical experience and social adaptability in the future. In addition, practice bases should strengthen their linkage with universities, promote joint construction of faculty and sharing of teaching resources, and form a positive interactive collaborative education mechanism between campuses and bases. By continuously improving the construction and management of practice bases, the standardization and scientific nature of practical training teaching can be ensured, the quality of students' practical

training can be improved, and their practical abilities and professional competitiveness can be enhanced. Overall, the construction of standardized and functionally complete practice bases not only provides a valuable practical platform for students of the preschool education major but also provides a solid guarantee for the deep implementation of the campus cooperation integrated talents cultivation model, promoting the development of preschool education talents to a higher level (Guo et al., 2019).

3.4 Innovate the evaluation system and strengthen process and outcome monitoring

Innovating the evaluation system is an essential safeguard for promoting the scientization and precision of the integrated talent cultivation model of preschool education major through campus cooperation. Establishing a diversified evaluation mechanism to comprehensively assess students' various abilities, with particular emphasis on evaluating practical performance, teaching design capabilities, and professional attitudes, can fully reflect students' comprehensive quality and potential for career development. Traditional single-knowledge tests can no longer meet the requirements of the new era for the ability and quality of preschool education talent cultivation. Therefore, the evaluation system must integrate both formative and summative evaluation methods to effectively combine process monitoring with outcome assessment.

Formative evaluation runs through the entire process of students' learning. Through multi-dimensional methods such as mentor evaluation, peer review, and self-reflection, it can promptly identify students' strengths and weaknesses in both theoretical learning and practical operations, promoting their continuous improvement and self-growth. Mentor evaluation relies on the dual-mentor system, with university teachers and kindergarten teachers providing comprehensive guidance and evaluation from the perspectives of professional theory and practical teaching, respectively. Peer review encourages students to engage in mutual learning and criticism, stimulating

team spirit and learning motivation. Self-reflection promotes students' active examination of their own learning processes, enhancing self-awareness and a sense of growth.

Summative evaluation assesses students' learning outcomes systematically through methods such as final exams, practical training summaries, and teaching design presentations, to verify whether they have met the training objectives and professional standards. To enhance the scientific nature and precision of evaluation, modern information technology should be leveraged to establish a data feedback and tracking mechanism. This involves comprehensively collecting data on students' learning and practical performance and analyzing the effectiveness of the training. Through data analysis, the talent cultivation plan and teaching strategies can be adjusted in a timely manner to address weaknesses and issues in the teaching process, achieving dynamic optimization of teaching content, methods, and evaluation criteria (Xu, 2019). An innovative evaluation system not only helps to objectively and fairly reflect students' learning status but also motivates students to actively participate in learning, forming a positive learning drive and sense of professional responsibility. Moreover, the implementation of a diversified evaluation mechanism promotes teachers' reflection on and improvement of their teaching, enhancing the professional level and teaching ability of the faculty. Ultimately, this scientific and comprehensive evaluation system provides effective support for the talent cultivation of the preschool education major, ensuring that the students cultivated possess solid professional knowledge, rich practical experience, and good professional quality, meeting the societal demand for high-quality preschool education talents. By continuously improving and innovating the evaluation system, the campus cooperation integrated talent cultivation model will achieve a virtuous cycle and sustainable development, driving the preschool education cause to a higher level.

Conclusion

In summary, the construction of an integrated talent cultivation model of the preschool education major through campus cooperation is an important measure to enhance the effectiveness of talent cultivation and promote educational reform. By improving the cooperation mechanism, optimizing the curriculum system, building practice bases, and innovating evaluation methods, the deep integration of theory and practice can be achieved, thereby enhancing students' professional abilities and professional quality. In the future, it is essential to continue to deepen the campus collaborative mechanism, strengthen multi-party linkages, and continuously innovate and develop the talent cultivation model. This will help deliver more high-quality and adaptable professional talents to the preschool education industry, contributing to the healthy and sustainable development of the preschool education sector.

Conflict of interest

The author declares she has no conflicts of interest in this work.

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