

## Research on Strategies for Effective Implementation of Inclusive Preschool Education from the Perspective of Ecological systems theory

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**Abstract:** As an important component of national basic education, the development of inclusive preschool education has been included in the national education development plan. It is recommended to include inclusive preschool education in China's compulsory education, and the call for legislation on inclusive preschool education is increasing. This shows that inclusive preschool education has received more attention. As kindergarten teachers' awareness of inclusive preschool education will directly affect educational behavior, kindergarten teachers in countries with a certain history of integrated education and kindergarten teachers in China have awareness of inclusive preschool education through Ecological systems theory analysis. From the perspective of ability, inclusive preschool education has not yet reached the level of meeting the needs of community residents, and the actual needs of every child and parent in the community have not been met, directly leading to its inherent contradictions. Firstly, the education department and functional departments should jointly negotiate to establish a comprehensive leadership structure for integrated preschool education, clarify the division of labor, and improve the leadership mechanism. At the same time, parents of young children should also participate in the cause of inclusive preschool education, actively exert their abilities, and offer suggestions and suggestions.

### 1. Introduction

Pre-school integrated education refers to allowing pre-school children with special education needs to enter ordinary children's factors. Accept the education form of conservation and education together with ordinary children. As an important part of national basic education, inclusive preschool education has been included in the national education development plan. It is suggested that inclusive preschool education should be included in China's compulsory education, and the call for legislation on inclusive preschool education is getting higher and higher, which shows that inclusive preschool education has received more attention. Letting children learn knowledge and develop intelligence is the main task of kindergarten education. However, in many kindergartens, kindergarten teachers only pay attention to instilling knowledge into children and do not pay attention to developing their intelligence [1]. Besides, kindergarten teachers can't really integrate teaching and games. Early detection and early intervention for children with special educational needs will not only be of great benefit to children's lifelong development and family support, but also bring great benefits to the country's social and economic development. Ecosystem theory is a theory used to investigate the relationship between human behavior and social environment. He placed the growth of human beings in the social environment in which they lived, and regarded the social environment as a social ecosystem, emphasizing the importance of the ecological environment to analyze and understand human behavior. At present, the niche theory has gone beyond the category of biology, penetrated into many disciplines, and spawned a series of proper terms such as educational niche, industrial niche and development niche, which has become a powerful theoretical analysis tool [2-3]. In this paper, the effective implementation strategy of inclusive preschool education is further studied from the perspective of ecosystem theory. In the process of family life cycle, the mother family breeds and dies, and the family continues. This theory is used to describe the change of family structure, composition and behavior [4]. Because

kindergarten teachers' awareness of inclusive preschool education will directly affect their educational behavior, this paper analyzes kindergarten teachers' awareness of inclusive preschool education in countries with a certain history and in China through ecosystem theory.

## **2. Analysis of the Implementation Status and Existing Problems of inclusive preschool education**

### **2.1. Understanding of integrated preschool education**

A teacher believes that in addition to children with language, physical, and emotional disorders, there should also be differences in their abilities compared to other children. Children who cannot interact with their peers normally. The other two teachers believe that integrated preschool education is only aimed at children with developmental disabilities. In inclusive preschool education, the responsibility and role of the family are significant, but schools are also a major battlefield. Schools should play their inherent educational functions and effectively carry out inclusive preschool education. At the same time, from the perspective of ability, inclusive preschool education has not yet reached the level that can meet the needs of community residents, and the actual needs of every child and parent in the community have not been met, directly leading to its inherent contradictions. Firstly, the education department and functional departments should jointly negotiate to establish a comprehensive leadership structure for integrated preschool education, clarify the division of labor, and improve the leadership mechanism [5-6]. Secondly, a specialized preschool education management institution should be established with dedicated staff to guide and coordinate the specific development of integrated preschool education.

The resources of young children are relatively single and not diverse enough, and they cannot meet the needs of residents in terms of quantity and quality. Especially, the utilization of humanistic resources needs to be developed and utilized. A teacher believes that all children can benefit. Because it can promote their psychological development. The other two teachers believe that only special children with developmental disabilities can benefit because they can imitate peers, enhance peer awareness, develop interest in others, and also learn to think. At the same time, rich and colorful educational activities such as knowledge lectures and page promotion can be carried out to promote the development of integrated preschool education[7]. The construction of a good culture can enable communication and communication between parents and young children, and develop good parent-child and peer relationships.

### **2.2. Thoughts and feelings on the process of implementing inclusive preschool education**

Implementing pre-school integrated education is a good learning opportunity. It is an important process to better observe and understand children and parents. Although with the development of economy and the development of all-round education, schools at all levels have established necessary links, but the opening of schools to community education needs to be improved. Only when the economy develops can we provide more material support for education. As an important part of basic education, inclusive preschool education is the starting point for the prosperity of national education, and its development will also promote the development of national economy [8-9]. Pre-school integrated education needs the support and service of general education system, especially the guidance and help of preschool education institutions, in order to get perfect development and great progress. The unique institutionalization, compulsion and good continuity of school education can ensure the implementation of the concept and content of media literacy education.

Family education and school education are interrelated and complementary, and if they are effectively combined, the role of micro-system can be better played. Promote the cultivation of inclusive preschool education. See special children grow up smoothly. I can get along with everyone, be accepted by my peers, learn to adjust myself, see that parents of special children have enhanced their confidence in parenting, can send their children to ordinary primary schools, gain new learning opportunities, and start to think about problems that have never been thought about

before [10]. However, due to the lack of investment in community preschool education in China and the inadequate construction of facilities needed in the field of community preschool education, community preschool education cannot develop rapidly and on a large scale.

### 3. Strategies for Effective Implementation of inclusive preschool education from the Perspective of Ecological systems theory

#### 3.1. Building a new management model

From a family to a kindergarten, young children are exposed to a brand new world, in which preschool teachers become the first objects of imitation for young children. Therefore, in order to set an example in teaching by example, teachers should strive to improve their ideological and moral qualities, scientific and cultural qualities, and psychological state. The school ecological niche is determined by the distribution of educational resources industry competition, population and labor force, and the role of the school's own strength on the school's internal ecosystem [11]. According to the principle of ecological niche and referring to the principle of cross catalytic cycle, we can build a health communication mechanism for the education internal ecosystem, as shown in Figure 1.

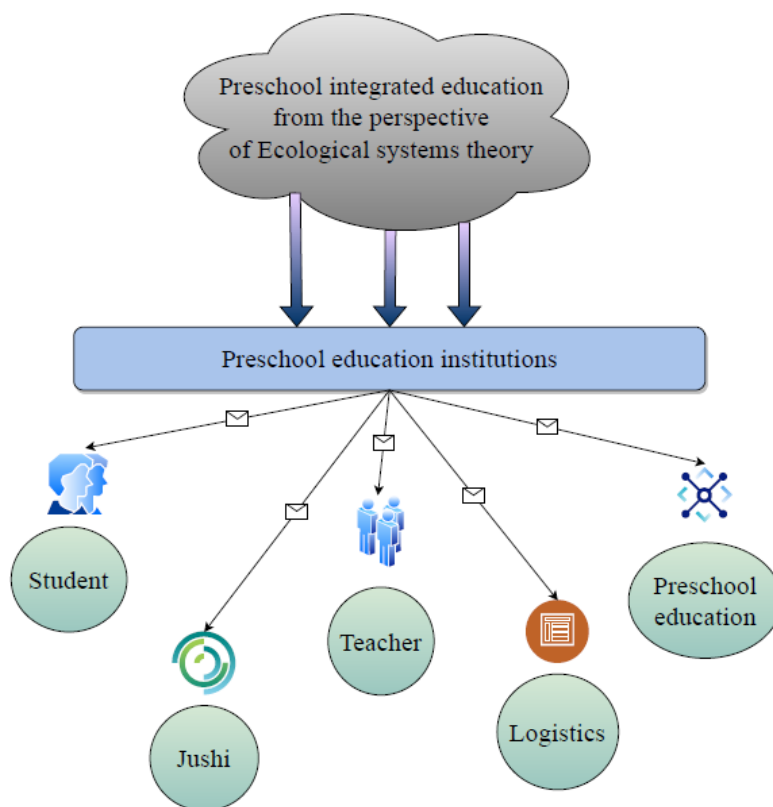


Figure 1 Schematic diagram of inclusive preschool education from the perspective of Ecological systems theory

A new model needs to be constructed for the management of integrated preschool education, which should be diversified and networked. The functional departments of the education department jointly negotiate to establish a leadership structure for improving preschool education, clarify the division of labor, and improve the leadership mechanism. Among the five elements that constitute the inclusive preschool education ecosystem from the perspective of Ecological systems theory, the teacher level is the primary premise for schools to carry out education and teaching work, because the orderly progress of school daily education work often involves the use of teacher reserves in various fields.

In kindergartens and other early childhood education institutions, necessary guidance and assistance should be provided in a timely manner for the integration of social preschool education,

corresponding educational concepts should be provided, and excellent educational personnel should be dispatched to plan and develop the integration of preschool education. At the same time, parents of young children should also participate in the cause of inclusive preschool education, actively exert their abilities, and offer suggestions and suggestions.

### **3.2. Absorb effective economic support**

Pre-school integrated education belongs to social public utilities, and it has strong public welfare, which requires it to be widely concerned by society, groups, enterprises and individuals, so as to get its financial support. Education niche is in a vertical relationship with management niche and logistics service niche, that is, the ultimate goal of management and logistics service is to educate people. The function and goal of education is to cultivate qualified talents to meet the requirements of social and economic development, and the realization of this goal depends on effective education management and good logistics services. Children are in the stage of growth and development, with strong imitation and poor self-control. As a teacher, no matter how unhappy or severely hit things are, in front of children, they should be good at controlling their emotions and words and deeds, and solve problems with a steady mind and a good way.

In order to absorb effective financial aid, pre-school integrated education needs multi-channel and multi-faceted support. In the long run, the government's investment in community pre-school education should be the most important way. According to their own knowledge, experience and interests, children's self-awareness of their own activities is a problem that teachers should actively encourage and guide. Under the ecosystem theory, colorful educational activities such as knowledge lectures and layout publicity can be carried out to promote the development of inclusive preschool education. Good pre-school integrated education can enable parents and children to communicate and develop good parent-child relationship and peer relationship.

### **3.3. Exploring ways to share resources**

Schools should not only analyze their own survival and development according to the basic principles of the ecological niche, but also find new ecological niche space in the changeable competition of the education industry according to the special connotation of the school ecological niche, formulate new and higher development goals and strategies, scientifically and reasonably construct and change their own ecological niche, so as to achieve the sustainable development of the school. Due to the need for kindergartens to invest more in implementing integrated education, such as increasing special education teachers, purchasing equipment, and improving the environment, the managers of kindergartens believe that this approach is too burdensome, with only social benefits and no economic benefits. Some kindergartens even have low enthusiasm and motivation for implementing integrated education due to the recruitment of special children.

From the perspective of Ecological systems theory, educational reflection is that teachers consciously take classroom teaching practice as the object of understanding, conduct observation and analysis from multiple angles, and comprehensively and deeply think and summarize with the perspective of criticism and examination. In actual teaching, when discovering things that children are truly interested in and valuable, boldly break the original plan and adjust teaching work; When it is found that the originally planned activity time and teaching progress do not match the actual situation, do not stick to the original plan, but follow the natural development of the situation and guide according to the situation. This article investigates the awareness of inclusive preschool education among kindergarten teachers, and the results are shown in Table 1.

As can be seen from Table 1, most people are unwilling to accept children with special educational needs. The answer to the current situation is even more worrying, because only a small number of kindergartens carry out pre-school integrated education. We can make full use of this scholarly culture, and the community can organize children and parents to visit the university campus, feel the cultural atmosphere of the university, and get a good influence from childhood. Based on the ecosystem theory, this paper aims to guide children to cultivate independent consciousness and perseverance in the process of experiencing setbacks, and to guide children out of the predicament of setbacks. You can also organize children to carry out sports meetings, reading

corners, mother classes and other activities to enrich children's after-school cultural life.

Table 1 Investigation on kindergarten teachers' awareness of inclusive preschool education

Project	Affirmative acknowledgement	Negative answer	Remarks
Integrated education can benefit normal children	85%	15%	
The existing resources of kindergartens are conducive to the development of integrated education	3%	97%	
Implementing integrated education will reduce the number of students	74%	26%	Five people are directors
Integrated education can benefit children with special needs	95%	5%	
It is necessary to implement inclusive preschool education	82%	18%	

#### 4. Conclusions

Inclusive preschool education belongs to social public utilities and has strong public welfare, which requires it to receive widespread attention from society, groups, enterprises, and individuals, in order to receive financial support. The ecological niche of educating people is in a vertical relationship with the ecological niche of management and the ecological niche of logistics service, that is, the ultimate goal of management and logistics service is to educate people. This paper analyzes the effective implementation strategies of inclusive preschool education from the perspective of Ecological systems theory. First, some teachers and parents should get rid of the misunderstanding of inclusive preschool education. Due to the limited understanding of the concept of integrated preschool education. The care and education of children with special educational needs in preschool has not yet received sufficient attention, so some teachers and parents have cognitive misconceptions on this issue. Due to the need for kindergartens to invest more in implementing integrated education, such as increasing special education teachers, purchasing equipment, and improving the environment, the managers of kindergartens believe that this is too burdensome, with only social benefits and no economic benefits. Some kindergartens even suffer from the impact of recruiting special children. In addition, the development of community preschool education also requires continuous strengthening of the construction of teaching staff, fundamentally improving teaching quality, and pursuing development based on quality. The harmony of the external system of the school can give play to its internal advantages and realize the separation of ecological niche based on the accurate positioning in the Ecological systems theory and the actual situation of its competitors and itself.

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