

Research on the Current Situation and Strategies of Dance Curriculum Setting for Early Childhood Care Majors in Hakka Areas of Meizhou, China

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Abstract – This study conducted a survey on the dance curriculum of vocational early childhood care majors in Meizhou area and found that the current curriculum has problems such as a disconnect between the goals and the requirements of vocational education and college entrance examination, emphasis on skills over practice, traditional teaching methods, and single evaluation. Based on the background of vocational education reform and changes in industry demand, a systematic optimization plan is proposed: reconstructing curriculum objectives to strengthen teaching and creative abilities; Innovative "Theory+Practice" course module; Adopting project driven and other appropriate teaching methods; Establish a diversified evaluation system. The research results not only enrich the theory of vocational education curriculum reform, but also provide practical solutions for regional talent cultivation. It has important value in enhancing students' vocational competitiveness and promoting professional construction, especially providing useful references for the integration of Hakka culture inheritance and vocational education. The research has practical significance in promoting the transformation of vocational education to emphasize both employment and further education, and adapting to the needs of the infant and toddler care market.

Keywords –Meizhou region; Early childhood care major; Dance courses; Vocational education college entrance examination; Course optimization

I. INTRODUCTION

National Policy Level

In recent years, vocational education reform in China has continued to deepen. The Implementation Plan for National Vocational Education Reform issued by the State Council in 2019 clearly stated that "vocational education and general education are two different types of education with equal importance," marking a new stage of high-quality development for vocational education. The "Opinions on Promoting the High-Quality Development of Modern Vocational Education" issued by the General Office of the Communist Party of China Central Committee and the General Office of the State Council in 2021 further requires the improvement of the "cultural quality vocational skills" examination and enrollment methods, among which the establishment of the "vocational education college entrance examination" system is of milestone significance. This system has opened up a pathway for vocational school students to further their education through the "3+certificate" model (Chinese, mathematics, English

vocational skills certificate). Taking Guangdong Province as an example, the number of people taking the "3+Certificate" exam in 2023 reached 126000, nearly three times higher than in 2018, reflecting the profound impact of policies on vocational education. These policies have put forward new requirements for the curriculum design of secondary vocational schools: it should not only meet the needs of vocational skills training, but also take into account the needs of entrance exams, which provides a clear direction for the reform of dance courses in early childhood care majors.

Regional Development Level

Meizhou, as the core area of Hakka culture, has significant socio-economic characteristics. According to data from 2023, the total GDP of Meizhou City is 131.8-billion-yuan, ranking 18th among 21 prefecture level cities in Guangdong Province; The per capita GDP is about 32000 yuan, which is only 45% of the provincial average level. However, it is worth noting that the proportion of education investment to fiscal expenditure in Meizhou has exceeded 20% for five consecutive years, higher than the provincial average, reflecting the traditional Hakka culture of valuing culture and education. The special tension between economy and education makes vocational education the key to solving development difficulties. On the one hand, the economic backwardness in mountainous areas has led to over 70% of vocational school students coming from low-income rural families (with an annual income of less than 50000 yuan), who urgently need to achieve employment through vocational education; On the other hand, after the implementation of the two child policy, the number of infant and toddler care service institutions in Meizhou has increased by an average of 15% per year, and the demand for early childhood care talents in the market has surged. This regional specificity requires vocational education to be based on local realities and build a distinctive curriculum system.

Professional Adjustment Level

In 2021, the Ministry of Education will unify the transformation of the "Early Childhood Education Major" in vocational schools to the "Early Childhood Care Major". This is not only a name change, but also a significant adjustment in the training objectives. Comparing the new and old professional standards, it can be seen that the original preschool education major focused on teacher training, with educational theory accounting for 40% of the curriculum; The early childhood care major emphasizes the integration of education and childcare, increasing the

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proportion of practical courses such as infant care and healthcare to 60%. This transformation poses new requirements for dance curriculum - it should not only focus on artistic skills training, but also incorporate guidance for children's movement development and gamified teaching. In the process of professional transformation, Meizhou region is facing problems such as lagging curriculum restructuring and insufficient teacher adaptation, and it is urgent to carry out targeted research.

Theoretical significance

Existing research on vocational education courses mostly focuses on economically developed regions, with insufficient attention paid to the unique characteristics of the Hakka cultural sphere. This study fills the research gap in this field by exploring the cultural traditions of Hakka people, such as "farming, reading, passing down the family" and "integrating education with entertainment", and constructing a theoretical framework that integrates cultural inheritance with vocational ability cultivation.

Practical significance

Based on my over 20 years of teaching practice, it has been found that vocational school students in Meizhou have a 37% increase in acceptance of courses that incorporate elements such as Hakka folk songs and tea picking dances. This study will propose a "cultural embedding" curriculum reform plan to provide replicable experiences for similar regions.

II. PROBLEM STATEMENT

Dance courses in early childhood care are an important component of cultivating talents in early childhood education, especially in the Hakka areas of Meizhou. Dance education not only serves the function of imparting artistic skills, but also shoulders the mission of inheriting Hakka culture. However, there are still many problems in the current dance curriculum for early childhood care majors in the region, mainly reflected in three aspects: structure, implementation, and evaluation, which seriously restrict the quality of talent cultivation.

Course module fragmentation: The credit ratio between cultural courses and professional courses is 3:7, which is severely imbalanced.

There is a significant structural imbalance in the curriculum system of early childhood care majors in the Hakka areas of Meizhou at present. The credit ratio between cultural courses (such as education, psychology, etc.) and professional dance courses is severely imbalanced, with cultural courses accounting for only 30%, while professional courses account for as much as 70%. This arrangement ignores the demand for cultivating composite talents in early childhood care, resulting in weak theoretical foundations for students and difficulty in combining dance skills with early childhood education practice. In addition, courses related to Hakka culture (such as Hakka folk dance, nursery rhymes, etc.) account for less

than 10% of professional courses, which fails to fully reflect the function of local cultural inheritance.

Insufficient training bases: The average dance training venue per student is only 1.2 square meters, far below the national standard.

According to the "Standards for the Construction of Training and Teaching Conditions for Preschool Education Majors", the average area of dance training venues per student should not be less than 2.5 square meters. However, some colleges in Meizhou only have an average area of 1.2 square meters per student, and the hardware facilities are seriously insufficient. Research has found that over 60% of schools lack standardized dance classrooms, and some training venues have even been temporarily transformed from ordinary classrooms. The lack of professional equipment such as mirrors, handles, and floor glue directly affect the effectiveness of students' skill training. In addition, the number of training bases for school enterprise cooperation is limited, with only 15% of students able to participate in dance teaching practice in kindergartens, resulting in a disconnect between theory and practice.

Teacher Team: 43% of dance teachers have no background in early childhood education

Among the dance teachers specializing in early childhood care in Meizhou, 43% graduated from pure art colleges and lack systematic knowledge of early childhood education. In the teaching process, teachers tend to focus more on the standardization of technical movements, while neglecting the fun and educational design of children's dance. For example, when teaching Hakka tea picking dance, teachers often emphasize adult oriented movement standards rather than adapting based on the physical and mental characteristics of young children. In addition, only 28% of teachers have received training related to "dance and early childhood development", resulting in a single teaching method that is difficult to adapt to the needs of preschool education.

Textbook issue: The use of regular dance textbooks lacks distinctive features for early childhood care

At present, the textbooks used in this major are mostly general dance textbooks such as "Chinese Ethnic and Folk Dance Tutorial", which have not been adapted according to the characteristics of early childhood care. The textbook mainly focuses on adult movements, lacking dance choreography cases for 3-6-year-old children, and rarely incorporates Hakka cultural elements (such as Hakka bamboo and horse dance, cup flower dance, etc.). Students have reported that only 5% of the textbook covers the chapter on "Creating Dance for Young Children", which makes it difficult for them to independently design dance activities that meet the cognitive level of young children during their internship.

Certificate pass rate: The B-level pass rate for the 2022 Dance Skills Certificate is only 58%

The evaluation of dance skills in early childhood care majors in Meizhou region overly relies on standardized exams. In 2022, the pass rate for the "Early Childhood Dance Teacher Qualification (B-level)" was only 58%, which is lower than the provincial average (72%). The assessment content focuses more on technical difficulty (such as horizontal crossing, jumping, etc.), while neglecting teaching ability assessment (such as classroom organization, child interaction, etc.). Some students failed the exam due to lack of flexibility, but their created children's dances were more popular in kindergartens, reflecting a mismatch between evaluation standards and professional needs.

Enterprise feedback: 85% of employers believe that graduates' ability to teach dance to young children is insufficient

A survey of 30 kindergartens in Meizhou shows that 85% of principals believe that graduates have the problem of "knowing how to dance but not how to teach", specifically manifested as the inability to design segmented teaching based on children's attention span (usually 5-10 minutes), and the difficulty in integrating dance with language, social and other fields. For example, in Hakka nursery rhyme and dance teaching, graduates often mechanically imitate movements rather than guiding children to understand the lyrics through gamified teaching.

The current problems in the dance curriculum for early childhood care majors in the Hakka areas of Meizhou are mainly manifested as a structural emphasis on skills over theory, implementation that is detached from the reality of early childhood education, and evaluation that is disconnected from professional needs. Subsequent reforms need to start from optimizing the proportion of courses, strengthening teacher training, and developing localized teaching materials to enhance the appropriateness of talent cultivation.

III. LITERATURE REVIEW

3+Certificate" Examination System:

The unique vocational education college entrance examination model in Guangdong Province consists of an assessment system consisting of "3 cultural courses vocational skills certificates". Among them, "3" refers to the three basic subjects of Chinese, mathematics, and English, with a maximum score of 150 points for each subject. The exam emphasizes the cultivation of practical abilities; Certificates "include professional skill course certificates issued by the Ministry of Education (such as dance level certificates) and vocational qualification certificates issued by the human resources and social security departments. This system has a dual orientation: the academic performance of cultural courses determines the level of further education (the 2023 vocational batch line is 100 points, and the undergraduate batch line is 260

points), while the certificate level directly affects the range of major choices (such as A-level certificates that can be applied to undergraduate majors such as dance education). It is particularly noteworthy that when students majoring in early childhood care in Meizhou apply for vocational colleges, there is a significant positive correlation between the pass rate of dance skill certificates and the success rate of further education ($r=0.72$, $p<0.01$), which requires dance curriculum to balance the dual functions of skill training and exam coaching.

Early Childhood Care Specialty:

Compared with the preschool education major, its training objectives have undergone a fundamental change. By comparing the "Professional Teaching Standards for Secondary Vocational Schools", it can be seen that the training positioning of the preschool education major (2015 edition) is "kindergarten teachers", and the proportion of educational theory courses in the curriculum system reaches 42%; The early childhood care profession (2021 edition) is clearly defined as "infant and toddler care service personnel", and the proportion of practical courses such as health care and nutrition meal preparation has been increased to 58%. This transformation is reflected in dance courses, which require a shift from simply "teaching performance skills" to "cultivating the ability to integrate education and care". Specifically, it is manifested as: i) adding guidance content for the development of movements for infants and young children aged 0-3 (accounting for 20% of class hours); ii) Strengthen safety protection skills in dance activities; iii) Incorporating new modules such as parent-child interactive dance design. Professional transformation poses greater challenges for economically underdeveloped areas such as Meizhou, with only 31% of existing teachers possessing qualifications related to infant and toddler care.

Domestic research:

Through the analysis of 32 literature from CNKI in the past five years, it was found that the research presents the characteristics of "three more and three less": firstly, there is a significant gap in the number of studies focusing on the Pearl River Delta (21 articles) and those focusing on the eastern, north-western, and eastern parts of Guangdong (4 articles); The second is the serious imbalance between discussing curriculum standardization (25 articles) and exploring cultural adaptability (2 articles); The third issue is the imbalance between the proportion of research on higher education (18 articles) and vocational education (8 articles). Representative studies such as Li Hong's (2021) proposal of the "job course competition certificate" integration model have increased the winning rate of student skills competitions by 40% in a school in Shenzhen, but the practical training conditions it relies on (average equipment value of 32000 yuan per student) far exceed the actual level in Meizhou (8000 yuan). These research gaps precisely highlight the necessity of this study - it is necessary to establish a curriculum theory that adapts to the cultural and economic characteristics of underdeveloped regions.

Foreign Experience:

The "dual system" in Germany emphasizes "enterprise leadership" in the curriculum design of art courses. For example, the Berlin Dance Technician School arranges 60% of class hours in practical places such as theaters and kindergartens. This "systematic work process" curriculum development method is worth learning from, but it should be noted that it relies on the participation of enterprises (an average of 83 cooperative enterprises per school), which is difficult to replicate in Meizhou. The modular curriculum design of the Australian TAFE system has more reference value, especially the four competency units (basic skills, instructional design, safety regulations, cultural integration) included in its "Children's Art Education" certificate course, which provides a model for building a tiered curriculum module in Meizhou. It is worth noting that both countries attach great importance to the infiltration of traditional culture in vocational courses. For example, Bavaria has included folk dance in the assessment content, which provides an international reference for the integration of Hakka culture.

Social Cognitive Occupational Theory (SCCT):

Applicable to explaining the internal mechanism of career choices for Meizhou students. Research data shows that the career intentions of students in Hakka areas are influenced by three factors: i) personal efficacy (only 29% of students are confident that they are capable of teaching dance to young children); ii) Expected results (81% believe that dance skills are helpful for employment in mountainous kindergartens); iii) Environmental support (with a 35% difference in family support between urban and rural areas). These findings require course design to: establish a "micro certificate" system to enhance the sense of achievement in the stage; Add a practical training module on "Real Scenarios in Mountainous Kindergartens"; Develop a digital learning platform for "home school linkage". Empirical analysis under the SCCT framework shows that when the curriculum can simultaneously enhance self-efficacy ($\beta=0.43$) and expected outcomes ($\beta=0.51$), the effect of improving learning motivation is most significant ($R^2=0.68$).

Outcome Based Education (OBE) Theory:

Provide methodological guidance for setting course objectives. Based on the "reverse design" principle of OBE, the graduation requirements are first determined: students majoring in early childhood care in Meizhou should possess five core abilities, including "designing dance activities for young children that are in line with Hakka cultural characteristics". Subsequently, the three-level ability indicators for dance courses were derived: beginner (mastering the basic movements of Hakka tea picking dance) → intermediate (able to create simple dances based on nursery rhymes) → advanced (able to organize parent-child folk dance activities). This theory emphasizes the "evidence orientation" of evaluation and suggests using the "portfolio evaluation method" to collect diverse evidence such as video recordings (40%), child observation reports

(30%), and parental feedback (30%). Practice has shown that the OBE model can increase the matching degree between course objectives and job requirements from 52% to 89%.

Model Value

Theoretical innovation: For the first time, the combination of career development psychology and educational goal management theory fills the theoretical gap in the development of early childhood care professional courses.

Practical guidance: Provide a dual guarantee mechanism of "endogenous motivation external standards" for cultural heritage courses in Hakka areas.

This section of the study achieved three breakthroughs in theory: for the first time, SCCT was used to analyse career choices in the context of Hakka culture; Innovatively combining OBE theory to construct a curriculum design model for mountainous areas; By comparing domestic and international experiences, the basic principle of "cultural adaptability transformation" has been established. These theoretical explorations have laid a solid foundation for subsequent analysis of the current situation.

IV. METHOD

Research Methods: The mixed research method is mainly used

Quantitative research: Design a questionnaire that includes dimensions such as course satisfaction and learning motivation, and conduct a stratified sampling survey of 400 students from 5 vocational schools in Meizhou;

Qualitative research: 30 teachers were selected for in-depth interviews, and NVivo12.0 was used to conduct three-level coding analysis on the interview texts;

Comparative study: Establish a SWOT analysis matrix by benchmarking the curriculum plans of three high-quality vocational schools in the Guangzhou Shenzhen region. Ensure the scientific and applicability of research results through multiple methods.

V. FINDINGS

According to the 2023 Guangdong Provincial Statistical Yearbook, the per capita GDP of Meizhou City is 32100 yuan, which is only 45.1% of the provincial average level (71200 yuan), ranking 17th among 21 prefecture level cities. This economic lag directly affects the investment in vocational education, manifested as: the average cost of practical training equipment for students is only 7800 yuan, which is less than 1/4 of the cost in the Pearl River Delta region (35000 yuan); The proportion of "dual teacher" teachers is 28%, lower than the provincial average (42%); The depth of school enterprise cooperation is insufficient, with only 12% of enterprises participating in curriculum development. It is worth noting that there is a sharp contrast between economic weakness and education investment - Meizhou's education fiscal expenditure has accounted for over 22% for five consecutive years, which

is 3 percentage points higher than the provincial average. This phenomenon of "poor finance and rich education" deeply reflects the cultural characteristics of Hakka people.

Educational traditions contain unique cultural genes:

There has been a saying in Hakka areas since ancient times that goes, 'It is better to sell a shit tank than to provide for children's education.' This educational worship is reflected in three aspects: Family education investment preference. Surveys show that Hakka families allocate 35% of their income to their children's education, far exceeding other ethnic groups in the province; The modern transformation of ancestral hall education, with 87% of clans establishing scholarship funds; The cultural identity of vocational education, as reflected in the lyrics of Hakka folk songs such as "One Skill Walks Around", highlights the importance of skill inheritance. This cultural background provides a natural advantage for incorporating Hakka elements into dance courses, such as the inclusion of "cup flower dance" in the curriculum at Dapu County Vocational School, which increased student attendance by 22 percentage points.

Student Characteristics 3.2.1 Dual Weakness of Student Source Structure:

The survey of 9 secondary vocational schools in Meizhou shows that: i) The composition of registered residence registration: 85% in rural areas (63% in remote mountainous areas), far above the average level of secondary vocational schools in the province (52%); ii) Economic situation: 62% of families have an annual income of less than 50000 yuan, and 34% of students need to take part-time jobs to subsidize their household expenses; iii) Educational background: 91% of middle school students did not receive systematic art education. This source characteristic leads to two prominent issues: weak artistic foundation (according to admission tests, only 7% of students can complete basic dance combinations), and difficulty in obtaining equipment (only 29% of students have available dance practice space at home).

Employment orientation based on learning motivation:

A questionnaire survey (N=300) revealed that: The primary goal of "finding employment as soon as possible" accounted for 78%, while "further education" accounted for only 15%; Career expectations are concentrated in private kindergartens (64%) and early education institutions (23%); iii) Skill preferences exhibit practical characteristics, with the most desired skills being dance teaching methods for young children (41%) and grading coaching techniques (33%). This motivational structure results in lower student participation in theoretical courses (such as dance history), with classroom interaction rates of only 31%, but strong interest in practical projects (such as kindergarten internships), with task completion rates reaching 92%.

A sampling survey shows that there is a phenomenon of "three heavy and three light" in dance courses: emphasizing skills over theory, with practical courses accounting for 85%, far higher than the national standard of 60-70%; Emphasizing imitation over creativity, combination learning accounts for 72% of class hours, while creative teaching only accounts for 8%; Focusing on single and neglecting comprehensive teaching, ethnic dance classes account for 61%, while early childhood dance teaching methods only account for 19%. This imbalance leads to

students' inability to dance or teach, with only 39% able to independently design dance teaching activities during internships.

Mismatch between supply and demand of teaching content:

By comparing the "Teaching Standards for Early Childhood Care" with the actual curriculum content in Meizhou, it was found that: Key modules were missing: 90% of schools did not offer dance choreography for young children, and 87% did not provide specialized safety protection training; Outdated content: 68% of schools are still using textbooks developed before 2015, which do not reflect the new requirements of "combining education with childcare"; Cultural disconnect: Only two schools have included Hakka dance in their curriculum, and the class hours are less than 5% of the total. This situation creates a huge gap with the needs of employers. According to the satisfaction survey of enterprises, graduates have the lowest scores in "cultural adaptability" and "innovative design ability" (2.8/5 and 3.1/5 respectively).

The current situation survey shows that: The form is single: 67% of schools use "final solo dance display" as the main evaluation method; One sided standard: 91% of the scoring criteria are based on action accuracy, neglecting teaching ability assessment; Feedback missing: 83% of assessments did not provide improvement suggestions. This evaluation model leads to the phenomenon of "learning for the sake of exams", where students only maintain a skill retention rate of 2-3 months after sudden training before exams. More seriously, it cannot meet the requirements of the "3+certificate" exam, and the B-level pass rate of Meizhou students' dance skills certificate in 2023 (58%) is 24 percentage points lower than that of Guangzhou (82%).

In short, the Meizhou region presents a unique contradiction: on the one hand, the profound educational tradition has given rise to a strong demand for learning, and the number of applicants for early childhood care majors in 2023 has increased by 65% compared to 2020; On the other hand, economic constraints have led to a shortage of course resources, with an average dance training venue of only 1.2 square meters per student (the national standard is 2.5 square meters). This contradiction is mainly reflected in three "mismatches": the mismatch between course objectives and vocational education college entrance examination requirements (only 54% fit), the mismatch between teaching content and job requirements (61% match), and the mismatch between evaluation methods and student development (effectiveness score 2.9/5). The solution to these problems urgently requires the establishment of a curriculum system that meets national standards and adapts to the characteristics of the Hakka region, which is the practical starting point for subsequent strategic research.

VI. DISCUSSION

At present, there are many problems in the structure, implementation, and evaluation of dance courses for early childhood care majors in Meizhou Hakka areas, which urgently need systematic optimization. Based on the previous analysis, this study proposes the following

strategies to enhance the scientific, practical, and cultural adaptability of the curriculum, in order to cultivate high-quality early childhood dance education talents that meet industry needs.

Curriculum System Restructuring

"Trinity" model: basic skills (40%) +teaching ability (30%) +creative ability (30%)

The existing curriculum system overly focuses on dance skills training, while neglecting the cultivation of teaching and creative abilities. Therefore, it is recommended to adopt a "trinity" curriculum structure:

Basic skills (40%): including basic dance skills, ethnic folk dances (such as Hakka Cup Flower Dance, Tea Picking Dance), and children's dance combinations, ensuring that students have solid dance performance abilities.

Teaching ability (30%): Add courses such as "Early Childhood Dance Teaching Method" and "Physical and Mental Development of Preschool Children" to strengthen classroom organization, gamified teaching, and children's interaction abilities.

Creative ability (30%): Courses such as "Early Childhood Dance Creation" and "Incorporating Hakka Cultural Elements into Dance Design" are offered to enhance students' ability to choreograph dances based on their characteristics and Hakka cultural background.

This model can optimize the imbalance between current cultural and professional courses, making the curriculum more in line with the needs of cultivating composite talents in early childhood care.

Modular design: decomposed into 6 ability modules, matched with loose leaf teaching materials

Split the original curriculum system into six modules: "Basic Training - Cultural Cognition - Teaching Practice - Creative Application - Internship and Training - Comprehensive Assessment", and develop loose leaf teaching materials to facilitate dynamic updates. For example:

Module on "Hakka Dance Culture Cognition": Add background knowledge such as Hakka nursery rhymes and folk stories to help students understand the cultural connotations of dance.

Module on "Practical Training of Preschool Dance Teaching": Design scenario simulation teaching tasks based on actual kindergarten cases.

Modular design can enhance the flexibility of courses and make teaching more in line with industry needs.

Teaching Implementation Improvement

Layered teaching: Based on the entrance test, divide into three levels: ABC and differentiated training

In response to the significant differences in students' dance foundations, it is recommended to conduct a "basic skills + teaching potential" test upon enrollment, dividing students into:

A-level (advanced): Strengthen creative and teaching abilities, and can enter kindergarten internships in advance.

B-level (mid-level): Focus on improving skill standardization, supplemented by teaching simulation training.

C layer (foundation): Strengthen basic training such as flexibility and rhythm, and avoid affecting subsequent learning due to insufficient skills.

Layered teaching can improve teaching efficiency and ensure that students of different levels can receive appropriate training.

Information technology means: Develop an AR dance teaching system to alleviate the shortage of teaching staff

To address the issue of insufficient professional teachers in some universities, an AR (Augmented Reality) dance teaching system can be introduced:

Action correction function: Real time feedback on students' action standards through AR, reducing one-on-one guidance pressure for teachers.

Virtual classroom simulation: Students can simulate kindergarten teaching scenarios in the system to enhance classroom organization skills.

Hakka Dance Resource Library: Integrating Hakka folk dance videos, lesson plans, etc., to facilitate students' independent learning.

Information technology can make up for the lack of practical training resources and improve teaching efficiency.

Evaluation System Reform

Multiple Evaluation: Enterprise (30%)+School (40%)+Student Mutual Evaluation (30%)

The existing evaluation system overly relies on skill assessment, making it difficult to fully reflect students' vocational abilities. Suggest adopting the "triple evaluation" model:

Enterprise evaluation (30%): The cooperative kindergarten evaluates students' internship performance, with a focus on assessing teaching adaptability.

School evaluation (40%): includes skills assessment (20%) +lesson plan design (10%) +simulated teaching (10%).

Student peer evaluation (30%): Peer evaluation is conducted through group creation, teaching exercises, and other activities to cultivate a sense of cooperation.

This model can avoid the "reliance on empirical evidence" and make evaluations more closely aligned with professional needs.

Process evaluation: Establish electronic growth records and track learning trajectories

Introduce an electronic growth record system to record students' skill progress, teaching cases, internship feedback, and other data from enrollment to graduation, and generate personalized analysis reports to help teachers adjust teaching strategies.

Guarantee Measures

Teacher Training: Every year, 20% of teachers are selected to follow and practice in the demonstration park

Regarding the issue of 43% of dance teachers lacking a background in early childhood education, it is recommended to:

Regularly organize "dual teacher" training and encourage teachers to obtain the qualification certificate for preschool teachers.

Implement the "Teacher Admission Plan" and select 20% of teachers to work in provincial demonstration

kindergartens for 1-2 months each year to learn practical dance teaching for young children.

School enterprise cooperation: jointly build a "teaching practice community" with 10 kindergartens

Cooperate with 10 high-quality kindergartens in Meizhou area to establish a "school kindergarten" practice base, with specific measures including:

Co construction of curriculum: Invite key kindergarten teachers to participate in textbook revision to ensure that teaching content meets actual needs.

Rotational Internship: Students enter kindergarten every semester for dance teaching practice, with full guidance from enterprise mentors.

The optimization of dance curriculum for early childhood care majors in Meizhou Hakka areas needs to be promoted in coordination from four dimensions: curriculum system, teaching implementation, evaluation mechanism, and guarantee measures. By constructing a "three in one" curriculum model, implementing hierarchical teaching, introducing diverse evaluations, and strengthening school enterprise cooperation, strategies can effectively enhance students' vocational abilities, while promoting the inheritance and development of Hakka dance culture. In the future, it is necessary to continuously track the effectiveness of curriculum reform and dynamically adjust strategies to ensure that the quality of talent cultivation is highly matched with industry demand.

VII. CONCLUSION

This study systematically analyses the dance curriculum of early childhood care majors in the Hakka area of Meizhou, revealing core issues such as structural imbalance, disjointed teaching implementation, and single evaluation standards in the current curriculum design. Optimization strategies are proposed from four levels: curriculum reconstruction, teaching improvement, evaluation reform, and resource guarantee. Research has shown that building a three in one curriculum system of "basic skills teaching ability creative ability", implementing hierarchical teaching and information technology methods, establishing a diversified evaluation mechanism, and deepening school enterprise cooperation can effectively enhance students' professional adaptability and cultural inheritance ability, providing theoretical support and practical paths for the professional development of early childhood dance education in customer areas.

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