

Exploring the Teaching of Preschool Pedagogy under the Perspective of Ideological and Political Education in Curriculum

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Abstract: In order to meet the social progress and development of the times, it is imperative for colleges and universities to carry out “Ideological and Political education in Curriculum”, which is a new teaching concept and teaching method to help colleges and universities implement the task of establishing moral education. This paper focuses on the significance of teaching in Preschool Pedagogy from the perspective of “ Ideological and Political education in Curriculum “, and puts forward some suggestions and improvement measures for reference in the light of the current development and education situation.

Keywords: Preschool Pedagogy; Ideological and Political education in Curriculum; Curriculum teaching reform

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Preface:

According to the relevant national requirements, colleges and universities should integrate ideological and political education into teaching activities, actively guide students to establish good life direction and development goals, and realize the work goal of educating people in all aspects. For students of preschool education major, “ Preschool Pedagogy “ is a basic subject and a core course. The traditional teaching method often pays attention to the mastery of knowledge points but lacks the ideological and political education, and neglects the cultivation of students’ good three outlooks.

1. The significance of the preschool pedagogy course Civics

As the reserve talents of China’s education team, education majors should cultivate a solid professional foundation, increase their ability to teach and solve problems, and at the same time pay attention to the education of teacher ethics and style in the training process, to cultivate a full range of duties and ethics, professional knowledge, and love for the country, education and students can be integrated into the Good teachers of “Four Haves”.

Preschool Pedagogy is a key course for preschool education major students, designed to study the basic educational theories, to delve into educational activities and to study the laws of their development, including various contents of the early education stage and the kindergarten stage. Through the systematic study of this course, students will be able to face the contents of their professional work, clarify the direction of their professional development, and be fully equipped to carry out the teaching contents and activities and games of the preschool education stage, as well as to take different teaching measures and methods for the behavioral characteristics of different students in the preschool education stage, in order to promote the healthy development of young children in all aspects of body and mind. At the same time, this course also makes specific specifications for the comprehensive quality of preschool education reserve talents , requiring a steady focus on students’ professional values in quality cultivation, establishing their scientific view of education, and mastering the skills of independent learning and teamwork, as well as innovative teaching methods in teaching activities to enhance their teaching practice ability. Based on the nature of the course “Preschool Pedagogy”,

the integration of Ideological and Political education in Curriculum helps professional students to firmly establish their professional ideals, standardize their professional norms and remember their professional guidelines, so as to lay a solid intellectual as well as moral foundation for their future educational work.

2. The teaching suggestions of Preschool Pedagogy under the perspective of Ideological and Political education in curriculum

2.1 Curriculum integration of Ideological and Political education element

In the teaching of Preschool Pedagogy in colleges and universities, instructors should convey a correct and positive view of education to future preschool teachers, which requires teachers to incorporate ideological elements in the process of imparting professional knowledge and to permeate them when setting teaching objectives^[1]. For example, when considering the objectives of the course, we should take into account the orientation of the course, the needs of the ECE profession and the characteristics of the students, and add positive professional values and subjective awareness of respect and love for children to the orientation of the course, while keeping the basic teaching methods and theories. In terms of students' characteristics, we need to consider the changes of the times and students' personal characteristics for targeted teaching, and enhance students' sense of professional mission, etc. These are all important elements of the curriculum reform.

For example, in the study of basic theoretical knowledge of Preschool Pedagogy, teachers should increase the discussion of social hotspots, so as to closely combine professional basic knowledge with social responsibility. For example, in the department of basic theoretical knowledge of Preschool Pedagogy, teachers should increase the discussion of social hotspots, closely combine the basic professional knowledge with the sense of social responsibility, cultivate students' national sentiment and enhance the sense of professional identity, while in the practical process, teachers should increase the opportunities for students' teamwork, give students sufficient time to express and discuss after setting specific group goals, ignite the true feelings deep inside students' hearts, let students' thinking continuously integrate and collide, create new ideas or discussion directions, enhance students' independent learning and course activeness. Teachers provide guidance and leadership in the right direction at the right time to enhance students' ideological and political awareness.^[3]

2.2 Innovation of course teaching mode

In the traditional teaching mode, the classroom of Preschool Pedagogy is mostly based on the teacher's mechanical explanation of professional knowledge, and the students' participation is not high, their learning enthusiasm is poor, and their basic knowledge is not solid enough, as the saying goes, "If the foundation is not firm, the ground will be shaken".^[4] This will make it difficult to carry out preschool education work and affect the development of early childhood education in China. Therefore, teachers in colleges and universities need to reform and innovate the classroom teaching mode and design more diversified teaching methods to stimulate students' motivation and learning interest by combining the characteristics of students' distinctive personality and open-mindedness.^[5]

In terms of teaching mode, university teachers can adopt two effective teaching methods, namely, guided teaching method and scenario simulation. Guided teaching method focuses on cultivating students' ability to analyze and deal with problems, mainly by proposing set questions to students and actively guiding them to think and study deeply about the problems, which can be carried out in two ways: independent study and research and leaderless group discussion. In the presentation or summary session, teachers can integrate ideological and political elements, so that the teaching task and ideological guidance can be completed at the same time.^[2]. The scenario simulation method mainly involves the teacher setting a preschool scenario in the classroom and letting students play the roles of children, teachers, directors and parents of children. Finally, the teacher will summarize the situation, propose improvement measures, and convey the principles of Ideological and Political education in Curriculum contained in the measures. This will bring students fully into the real teaching environment and help them understand the mission and responsibility of their future career.

2.3 Enriching teaching evaluation methods

According to the survey, the existing educational evaluation system of Preschool Pedagogy mainly revolves around diagnostic, formative and summative aspects, among which, formative and summative evaluations have been the two aspects more valued by the faculty, while diagnostic evaluations and other evaluation contents are often neglected, resulting in less attention to students' attitudes toward professional cognition and no proper opportunity to correct and guide the values. and guidance. Moral evaluation is a highly subjective teaching evaluation, which needs to be clearly distinguished from intellectual evaluation, i.e., it is not suitable for

simple questionnaires, but should be replaced by a more flexible evaluation method that can be integrated with thinking and political education.

The course evaluation process is still closely focused on the course and career development realities, with the addition of Ideological and Political education content, the dominance of the teacher, the increase in the proportion of self-evaluation and group evaluation, focusing on “the strengths and weaknesses of my career in early childhood education”. “What kind of kindergarten teachers does society need?” “What does a qualified kindergarten teacher look like?” “What is the career development direction and prospect of kindergarten teachers?” The students will be evaluated on such realistic issues as “What is the career direction and prospects of kindergarten teachers? For example, in the class of environmental design, students can be asked to integrate the theory of teaching environment and spiritual atmosphere of early childhood education into practice and carry out specific environmental design, and teachers can assess and The teacher can assess and evaluate whether the class is effective in stimulating children’s interest in learning, whether the teaching process meets the teaching objectives and requirements, and whether the students have fully mastered the basic skills of education and teaching. After the assessment and evaluation, teachers should make specific guidance and improvement methods in conjunction with the education of ideological, political and professional knowledge, so as to promote certain development and leap in students’ problem identification, problem solving ability and self-reflection.

Conclusion:

In conclusion, the course “Preschool Pedagogy” provides basic career awareness and learning guidance for preschool education major students, and is the cornerstone for students to engage in related work. Through the integration of “Ideological and Political education in Curriculum” and “Preschool Pedagogy”, it helps students to clarify their career understanding, further enhance their professional identity on the basis of professional knowledge and related skills, and help cultivate talents in early childhood education, which actively promotes the balanced development of early childhood education in China.

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