

A practical exploration of integrating “Kindergarten curriculum theory” into curriculum thinking and politics from the perspective of curriculum theory

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Abstract: As the core course of preschool education, “Kindergarten curriculum theory” has great significance to promote its curriculum ideological and political construction. From the perspective of curriculum theory, this paper attempts to explore the path of integrating “kindergarten curriculum theory” into curriculum ideology and politics for college preschool education majors. Specifically, it is to think about how to integrate ideological and political elements from the four elements of curriculum, so as to promote the construction of curriculum ideology and politics.

Key words: Kindergarten curriculum theory; Curriculum thought and politics; Curriculum theory

In 2020, the Ministry of Education issued the Guidelines on Ideological and Political Construction of Curriculum in Colleges and Universities, which conveys an important message: all kinds of professional courses should promote curriculum ideological and political construction in a targeted way. “Kindergarten Curriculum Theory” is the core course of preschool education majors. For students of preschool education majors, it is both a theoretical course to build a conceptual framework and a tool course for practice and innovation.

1. The significance of integrating “Kindergarten Curriculum Theory” into curriculum ideology and politics

From the perspective of students’ personal professional growth path, guide them to gradually establish a correct view of children and curriculum in theoretical learning and practical application, integrate the love of home and country, the love of education, and the love of children, consciously establish themselves with virtue, learn with virtue, teach with virtue, and eventually grow up to be a “four” good teacher.

From the perspective of applying theory to practice, students can use the curriculum ideological and political content integrated in this course to practice in the process of internship and internship. For example, they can understand the excellent traditional Chinese culture, have sufficient cultural confidence, and can integrate it into the design and implementation of education and teaching, which is of great significance for the cultivation of preschool education professionals.

From the perspective of scientific research promoting the improvement of teaching quality, relying on the “kindergarten curriculum” to explore curriculum ideological and political reform, practical experience into teaching and scientific research results, and strive to provide experience for similar courses, to promote the improvement of the teaching quality of the whole discipline.

2. “Kindergarten curriculum theory” into the practice of curriculum thought and politics

1. Curriculum objectives into curriculum ideological and political elements

In the “Kindergarten Curriculum Theory”, the theme of curriculum thought and politics focuses on the general goal of teacher training, taking into account the self-positioning and three-dimensional goals of the “Kindergarten Curriculum Theory” curriculum, and integrating the elements of ideological and political education into the knowledge system (see Table 1).

Table 1: Ideological and political objectives of “Kindergarten Curriculum Theory”

| Curriculum ideological and political objectives |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. In the theoretical study, gradually establish a correct view of children and curriculum, integrate the love of home and country, the love of education, and the love of children, consciously establish oneself by virtue, learn by virtue, teach by virtue, and strive to be a “four” good teacher with ideals and beliefs, moral sentiments, solid knowledge, and benevolence; |
| 2. On the basis of the study and practice in the five fields, cultivate the feelings of preaching, the knowledge of teaching and the ability to solve doubts; |
| 3. Understand the excellent traditional Chinese culture and be able to integrate it into the design and implementation of education and teaching, reflecting cultural confidence; |
| 4. Learn and guide the cooperative spirit among children to establish a sense of rules and responsibility; Provide a model role for children; |
| 5. Combine the foreign kindergarten curriculum model with the reality of China’s early childhood education, specific analysis, take its essence, unswervingly follow the road of socialist education development with Chinese characteristics; |
| 6. Firmly engaged in the cause of kindergarten education faith, with a strong sense of mission and social responsibility. |

2. Curriculum content into the curriculum ideological and political elements

Curriculum content is the foundation of curriculum ideology and politics. Without curriculum content, curriculum ideology and politics will have no focus. However, it is worth noting that the integration of curriculum content into curriculum ideological and political elements

does not mean “professional courses” + “ideological and political”, such a simple and crude addition is easy to lead to the formalism of “curriculum ideological and political two skin”. The real approach should be to effectively excavate the ideological and political elements contained in the course content and sort them out to make them systematic. In the process of course construction and teaching practice, the course ideological and political elements should be gradually integrated from scattered “elements” to systematic “resources”. Therefore, the teaching content selection and scheduling table is formulated (see Table 2).

Table 2 “Kindergarten Curriculum Theory” teaching content selection and arrangement

| Main points of Teaching | Ideological and political mapping And integration point | Teaching form and teaching method | Expected Results |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course overview: the concept and type of the course; The main factors restricting the curriculum; Schools of curriculum theory Overview of kindergarten curriculum: the concept, nature and characteristics of kindergarten curriculum | In the theoretical study of the concepts of “curriculum” and “kindergarten curriculum”, the concept of quality education, new curriculum, teaching, knowledge, children and evaluation should be gradually established. | Relying on the super star cloud platform, the online and offline mixed teaching mode is implemented. | Students can clearly explain the concepts of “curriculum” and “kindergarten curriculum”; Students are able to explain their thinking and understanding of the curriculum in their own words from a new Age perspective. |
| Kindergarten Curriculum and Play: Play and early childhood development; Play in the kindergarten curriculum; Games and teaching in the kindergarten curriculum | Guide students in the creation of games, pay attention to learning and guiding the spirit of cooperation between children, establish a sense of rules and responsibility; Provide a model role for children. | Practice group tasks in class: choose a type of game to simulate. | Students can create healthy and positive children’s games on the basis of understanding various game types; In the process of game organization, introduce the rules clearly to children, use appropriate guide words, correctly handle children’s disputes, and provide a model for children. |
| Five learning areas of kindergarten curriculum and kindergarten curriculum; Five areas of education objectives, content, implementation ways and methods | In the study and practice of the five fields, cultivate the missionary feelings, teaching information and puzzle-solving ability. | The task of the in-class practice group is: fragment teaching in the five fields. | Students can design healthy and beneficial teaching activities on the basis of understanding the relevant knowledge of the five fields, and properly use teaching methods and guidance strategies in the display process of fragment teaching; Students can understand the excellent traditional Chinese culture, full of cultural confidence, and can integrate it into the design and implementation of education and teaching. |
| Foreign kindergarten curriculum: foreign classic kindergarten curriculum model; Kindergarten curriculum of major foreign countries | In the study of foreign kindergarten curriculum, the foreign kindergarten curriculum model combined with the reality of early childhood education in China, concrete analysis, take its essence, unswervingly follow the socialist education development road with Chinese characteristics. | The task of the in-class practice group is to select a country’s kindergarten curriculum for introduction. | Students can objectively analyze the kindergarten curriculum of foreign countries, name the places worthy of our country’s learning, and adhere to the idea of unswervingly taking the road of socialist education development with Chinese characteristics. |
| China’s kindergarten curriculum and kindergarten-based curriculum: China’s kindergarten curriculum reform; Kindergarten-based curriculum | In the study of our kindergarten curriculum, we firmly engage in the faith of kindergarten education, and have a strong sense of mission and social responsibility. | The task of the in-class practice group is to select a characteristic kindergarten-based curriculum in China for introduction. | Students can comprehensively apply the professional knowledge they have learned to analyze the curriculum; Have the enthusiasm and sense of mission to carry out teaching reform; Have a firm commitment to the cause of kindergarten education. |

3. Curriculum implementation into the curriculum ideological and political elements

Only when the ideal of “Kindergarten curriculum theory” integrating into curriculum ideology and politics is implemented, can it really achieve results. The combination of curriculum teaching and moral education, so that teaching and educating people go hand in hand. Based on the mixed teaching of online and offline, students are assigned pre-review tasks before class, and students conduct independent learning

and exploration based on the Chaoxing platform; In the class, teaching method, discussion method and group task report are combined, and the ideological and political elements of the course are infiltrated into the teaching practice to achieve the effect of smooth and silent; After class, students consciously complete the chapter quiz of each chapter of Super Star learning Pass to realize the timely consolidation of knowledge. In addition, each chapter has a topic discussion area to ask students to put forward the questions they are most interested in in the corresponding chapter, and get answers through their own exploration, so as to improve students' ability to analyze and solve problems. The in-class practice is mainly carried out in the form of group tasks. The student group explores the topic of the group tasks and completes the tasks through group speech reporting, fragment teaching, case discussion, simulation teacher-child interaction and other ways. It pays attention to the process assessment of the students, guides the students to get closer to the ideological and political focus, and internalizes knowledge and ideas into life and study. In class practice, students are allowed to "cultivate their preaching feelings, teaching information and puzzle ability", change moral compulsion into concept identification, dry explanation into hot teaching, and realize the unity of "knowledge internalization" and "value guidance".

4. Curriculum evaluation into the curriculum ideological and political elements

Whether the curriculum ideological and political construction work is successful depends on the students, that is, to test whether the curriculum ideological and political work really allows the students to realize the concept identification, so that "the ear and the eye into the brain and the heart". Therefore, in order to improve the effectiveness of curriculum ideological and political education, we must perfect the curriculum evaluation system, especially to innovate the curriculum assessment method that integrates the curriculum ideological and political elements. Through three dimensions of knowledge and skills, process method and emotional attitude, and three subjects of self, teacher and classmate, the evaluation model of "three vertical and three horizontal" integrates process evaluation and summative evaluation, attaches equal importance to value guidance and knowledge imparting, and improves teachers' professional quality and teaching professional ability (see Table 3).

Table 3 Assessment method of "Kindergarten Curriculum Theory" course

| Assessment Link | Weight (%) | Content of assessment | Assessment dimension | Evaluation subject |
|--------------------------------------------------------------|------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------|
| Attendance, usual work | 20% | Study pass attendance, chapter tests, topic discussions and online learning | Knowledge and skills, Process methods, Emotional attitude | Self, teachers, classmates |
| Process assessment: Complete group tasks on different topics | 20% | Work on group tasks in small groups based on lesson topics | | Self, teacher, fellow students |
| Mid-term exam | 10% | Superstar Online Exam | | Teachers, Classmates |
| Final closed book exam | 50% | Theoretical written test | | Teacher |

3. Conclusion

From the perspective of curriculum theory, this paper summarizes the practical exploration of integrating "kindergarten curriculum theory" into curriculum ideology and politics, thinking about the integration of ideological and political elements from the four elements of curriculum, namely, goal, content, organization, implementation and evaluation, and promoting the construction of curriculum ideology and politics. It is hoped that it can provide experience for other colleges and universities in ideological and political construction of preschool education curriculum.

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