

Research Report on the implementation path of Ideological and political education in the curriculum of early childhood care major in secondary vocational schools under the concept of “three complete education”

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Abstract: with the continuous reform and development of secondary vocational education in China, teachers pay more and more attention to the integration of professional courses and curriculum ideological and political teaching, aiming to guide students to establish correct ideology and values, and make them become high-quality skilled talents required for social construction and market development in the new era. Especially for secondary vocational students, they are at an important turning point in their lives, which is inseparable from the education and guidance of the ideological and political content of the curriculum. Thus, it is of great practical significance to infiltrate the ideological and political education in the teaching of secondary vocational professional courses. In this regard, guided by the concept of “three complete education”, this paper briefly expounds the significance of Ideological and political education in the teaching of secondary vocational early childhood care, and explores the implementation path of Ideological and political education in the curriculum of secondary vocational early childhood care, for reference only.

Key words: Sanquan education, secondary vocational school, early childhood care major, curriculum ideological and political education, implementation path

The so-called “three complete education” actually refers to the whole staff education, the whole process education, and the all-round education. This is not only an important moral education concept that all kinds of schools must strictly follow under the background of education in the new era in China, but also an important guiding concept for Secondary Vocational Colleges to carry out curriculum ideological and political work, which is of great significance. For secondary vocational schools, the construction of curriculum ideological and political education is a long-term and systematic project. In this process, the full and effective integration of professional course teaching and curriculum ideological and political education is both the key and the difficulty. From the current situation of the integration of professional courses and ideological and political courses in secondary vocational colleges, the degree of integration between the two still needs to be further strengthened, and some secondary vocational colleges have made professional courses into the teaching mode of Ideological and political courses. Therefore, in order to ensure the effective integration of Ideological and political elements into the curriculum without changing the characteristics and attributes of professional courses as much as possible, this paper combines the characteristics of early childhood care, and makes a brief analysis of the mining and integration path of Ideological and political elements in the curriculum, hoping to provide some reference for the classroom optimization of teachers in Vocational Colleges and universities.

1. The significance of infiltrating ideological and political education into the teaching of professional courses of early childhood care in Secondary Vocational Schools

1.1 It is the goal and need to adapt to the development of the social era

The integration of pre-school care teaching and ideological and political education in secondary vocational schools is the goal and demand to adapt to the development of the social era. This teaching method can not only further consolidate the foundation of students' beliefs and shape their noble soul, but also lead students to work hard for the cause of socialism with Chinese characteristics, and finally truly realize the teaching goal of “three complete education”. In addition, it is well known that the younger generation is the key and future of the development of the motherland and the nation. The dissemination of excellent culture and beliefs among the students of early childhood care major in secondary vocational schools is not only conducive to fully excavating the essential connotation of the professional curriculum, but also further enriching the ideological and political construction of the curriculum in schools, so as to promote the diversification of moral education and management in schools.

1.2 It is the realistic demand to promote the development of curriculum reform

The teaching of early childhood care in secondary vocational colleges can not only promote the healthy growth of students' personality, but also cultivate students' sentiment and stimulate students' potential, which is of great importance. The infiltration of Ideological and political education into the teaching of the professional course is not only an important embodiment of the implementation of the quality education concept of “morality education”, but also an important embodiment of the ideological and political work carried out by secondary vocational colleges under the guidance of “three complete education”, but also an important basis for testing the human effect of moral education in schools. It can be seen that the ideological and political education of the curriculum throughout the whole process of the cultivation of secondary vocational preschool care professionals is extremely in line with the practical needs of the teaching reform and development of the major.

2. Mining and analysis of Ideological and political elements in the curriculum of early childhood care major in Secondary Vocational Schools

2.1 Contents of Ideological and Political Education

Each course of the secondary vocational preschool care major has extremely rich ideological and political elements of the course. Therefore, the infiltration of Ideological and political education into the classroom teaching of the professional course is not simply to divide the teaching of the professional course into two parts, with half focusing on the knowledge content of the professional course and half on the ideological and political content of the course. Instead, we should pay attention to the reasonable infiltration of the ideological and political content of the course into the whole process of professional teaching, so that students can be imperceptibly educated in Ideological and political education, so that they can further improve their professional quality while learning professional knowledge and skills. In the actual teaching process, teachers must comprehensively consider the teaching content of professional courses and the actual situation of students, reasonably set the teaching objectives of professional courses and the ideological and political education objectives of courses, strengthen the teaching guidance of students' humanistic quality, professional ethics, patriotism and other aspects, so as to form high professional quality and solid cultural foundation, So as to ensure that professional course teaching and ideological and political education go in the same direction, and ultimately achieve the goal of collaborative education of professional course teaching and ideological and political education.

2.2 Ideological and political integration point of curriculum

According to the characteristics of the curriculum of early childhood care in secondary vocational schools, its teaching content is mainly set around the children's daily life, including organizing children to eat, drink and sleep; Help children clean and disinfect; Cooperate with other preschool teachers to complete indoor and outdoor game teaching activities; Nursing of sick children; Development of safety education, etc. In short, through the study of the curriculum of early childhood care, students can fully understand and master the knowledge related to early childhood care, early childhood care, and the characteristics of children's physical and mental development, which is also the basic vocational skills that a qualified nurse should have. In the process of integrating the professional teaching of early childhood care in secondary vocational schools into the ideological and political education of the curriculum, teachers must deeply explore the various ideological and political elements hidden in the professional teaching content, and find the appropriate integration point, so as to ensure the full integration of the professional teaching and the ideological and political education of the curriculum.

Through in-depth analysis of the curriculum content of secondary vocational early childhood care, we can find that many knowledge points are related to the ideological and political elements of the curriculum. For example, when cultivating students to form good professional ethics, the corresponding ideological and political elements of the course are professional ethics literacy, values guidance, etc. the teaching goal is to cultivate students' good spirit of hard work and dedication, so that they can become childcare workers with good professional spirit. For another example, when teaching and organizing professional knowledge related to children's meals, the corresponding ideological and political element of the curriculum is the penetration education of socialist core values, and the teaching goal is to guide students to form a good awareness of environmental protection and civilized behavior norms. In addition, when carrying out the content of safety education, the corresponding ideological and political elements of the course are the sense of responsibility and the view of life. The teaching goal focuses on guiding students to form a good sense of responsibility and correctly understand the essential meaning of life.

3. The path of infiltrating ideological and political education into the teaching of professional courses of early childhood care in Secondary Vocational Schools

3.1 Pay attention to the improvement of teachers' Ideological and political teaching level

The development of curriculum ideological and political construction is not realized by simply superimposing professional courses and ideological and political courses, but by paying more attention to the deep integration of the two contents. In the teaching of early childhood care in secondary vocational schools, teachers should not only explain the basic knowledge and professional skills, but also infiltrate the truth of life and the principles of doing things into students, so as to quietly realize the integration of the two. This requires professional course teachers to have good ideological and political teaching consciousness and high ideological and political teaching level, ensure the teaching synergy of professional course knowledge and ideological and political knowledge, and promote students to receive good moral education while learning professional knowledge and professional skills, so as to explore a new teaching mode of "collaborative education" of professional courses and ideological and political courses. Therefore, preschool care teachers in secondary vocational colleges must strengthen their ideological and political construction, and improve their ideological and political teaching level by participating in training, knowledge lectures, learning seminars and other methods, so as to better provide benign guidance for students and make them grow healthily.

3.2 Deep excavation of Ideological and political elements in professional courses

In the teaching of early childhood care in secondary vocational schools, teachers should deeply explore the ideological and political elements of the curriculum hidden in the professional courses. For example, in the dance teaching of this professional course, the content related to the elements of Chinese traditional folk dance will be involved. For this, teachers can combine it with the dance teaching of secondary vocational preschool care, so that students can feel the unique charm and spiritual connotation of Chinese traditional excellent culture while learning dance skills. For example, Chinese classical dance is gradually formed and developed on the basis of Chinese opera

music and Chinese martial arts culture, with extremely rich traditional cultural elements; In the dance arts of ethnic minorities such as Tibetan dance, there is not only a very rich national culture and history, but also a very regional customs. By guiding students majoring in early childhood care to learn various dance skills, they can not only form a good sense of national identity and national unity, but also further improve their aesthetic ability of dance art. More importantly, in the process of learning dance skills, students can fully feel the inclusive and profound characteristics of China's traditional culture. For another example, when carrying out the children's Handmade course, the teaching content includes paper cutting, non-woven fabrics, Chinese knots, clay sculpture, waste material utilization, etc. Teachers may wish to combine this course with folk art, so that students can fully feel the charm of Chinese excellent traditional culture and folk customs while learning relevant skills.

In addition, teachers can also strengthen the cultivation and training of students' will quality and infiltrate moral education in the actual teaching process. For example, in the dance course teaching of secondary vocational early childhood care major, because secondary vocational students have long passed the golden age for learning dance, especially for students without any dance skills, it is very difficult for them to carry out soft opening dance training, making classroom teaching difficult to carry out normally. But from another perspective, this is precisely an important opportunity for us to infiltrate the ideological and political education in the curriculum, and also a good opportunity to cultivate students' spirit of hard work and perseverance. In addition to daily teaching and training, teachers can also organize students to participate in various training activities and dance performance activities, which can not only train students' dance skills and make students form tough qualities, so as to ensure the effect of classroom teaching, but also enable students to form a good collective consciousness in repeated dance training and collective performance activities, It is conducive to training them to become excellent skilled talents in early childhood care.

3.3 Innovative teaching methods and teaching evaluation

On the one hand, we should ensure diversity in teaching methods. In the teaching of early childhood care in secondary vocational schools, teachers can carry out teaching through various methods, such as cooperative learning method, project-based teaching method, theory practice integration teaching, and reasonably infiltrate the ideological and political education in the actual teaching. In addition, teachers can also introduce specific cases in the teaching, infiltrate the teaching of the necessary professional qualities related to child care workers, such as love for their posts, dedication and friendliness, so as to guide students to form good professional ethics and ideological values.

On the other hand, we should ensure multi-level teaching evaluation, which not only evaluates students' classroom performance, learning process and mastery of knowledge and skills, but also evaluates teachers' teaching ability. When evaluating teachers' teaching ability, it is necessary to evaluate whether teachers' teaching design and teaching process effectively integrate the ideological and political content of the curriculum, whether the ideological and political elements of the curriculum are related to the teaching content of the professional course of early childhood care, whether students' learning after a class has emotional resonance with the ideological and political content of the curriculum, and so on. When evaluating students' learning outcomes, we should pay special attention to the development of students' process evaluation, and pay more attention to the process performance of students' discussion on the ideological and political teaching content and topic content of the curriculum, so as to further optimize the evaluation system of Ideological and political teaching of secondary vocational early childhood care professional curriculum.

4. Concluding remarks

In a word, the ideological and political education in curriculum is a long and detailed moral education work. At present, the development of Ideological and political teaching in the curriculum of early childhood care specialty in secondary vocational schools is still in the key exploration stage, and needs to be further improved. Especially under the guidance of the concept of "three complete education", we must take the integration of professional course teaching and curriculum ideological and political education as a normal teaching mode, imperceptibly integrate the ideological and political elements into the teaching and training of professional knowledge and vocational skills, and further improve the professional curriculum system, so as to achieve more ideal educational effect.

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