

Research on the Reform of Ideological and Political Education in Preschool Education Major Courses in Colleges and Universities

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Abstract: Colleges and universities' preschool education major is an important place for transporting educational talents to kindergartens or early childhood education institutions. It is rich in ideological and political resources for professional courses. Teachers should adhere to the unity of moral education and professional education, develop ideological and political resources for courses, strengthen the construction of ideological and political courses, organically integrate ideological value guidance with knowledge and skill training, and promote the all-round development of students. Based on this, this paper studies the ideological and political teaching reform of preschool education majors in colleges and universities, deeply analyzes its important value, points out the existing problems, and puts forward targeted reform strategies. The purpose is to improve the quality of ideological and political teaching in the preschool education major, cultivate preschool education professionals with good ideological and political literacy, and inject new vitality into the development of preschool education.

Keywords: Colleges and universities; Preschool education major; Curriculum ideology and politics; Teaching reform

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1. Introduction

As the starting stage of the education system, preschool education plays a crucial foundational role in the growth and development of young children. The quality of talent training in preschool education is directly related to the development level of preschool education. In the context of the new era, strengthening the ideological and political teaching reform of preschool education majors in colleges and universities has far-reaching practical significance^[1]. Curriculum ideology and politics emphasize the organic integration of ideological and political education elements into the teaching of various courses, so as to realize the organic unity of knowledge impartment and value guidance. For the preschool education major, through the ideological and political teaching reform, it can cultivate professionals who not only have solid professional knowledge and skills,

but also have correct ideological and political concepts, noble professional ethics, and humanistic feelings, providing a solid guarantee for the healthy growth of young children. Therefore, it is of great significance to strengthen the ideological and political teaching reform of the preschool education major in colleges and universities.

2. The important value of ideological and political teaching reform in preschool education courses in colleges and universities

2.1. Conducive to promoting correct ideological concepts

The preschool education stage is a critical period for the formation of young children's ideological concepts and values. As guides for children's growth, preschool teachers' own ideological concepts and value orientations have a profound impact on children. Through the reform of ideological and political teaching in courses, colleges, and universities, preschool education majors can guide students to establish correct ideological concepts, enable them to deeply understand the connotation of socialist core values, and integrate them into future educational and teaching practices ^[2]. In professional course teaching, by telling the development history and achievements of China's preschool education cause, students' national pride and sense of responsibility can be enhanced, and their enthusiasm to strive for the preschool education cause can be stimulated. Thus, in future work, they can pass on positive ideological concepts to children and help them "button up the first button of life."

2.2. Conducive to promoting educational innovation

The reform of ideological and political teaching in courses promotes innovation in teaching concepts, teaching contents, and teaching methods in preschool education majors of colleges and universities. In terms of teaching concepts, it has changed from the traditional focus solely on the imparting of professional knowledge to attaching equal importance to knowledge imparting and value guidance, and paying more attention to students' all-round development ^[3]. In terms of teaching content, it deeply explores the ideological and political elements in professional courses, organically integrates ideological and political education with professional knowledge, and enriches the connotation of teaching content. In terms of teaching methods, in order to better achieve the goal of ideological and political education in courses, teachers actively explore diversified teaching methods to improve students' learning interest and participation, and enhance the teaching effect.

2.3. Conducive to improving students' ideological and political literacy

Students majoring in preschool education in colleges and universities will shoulder the responsibility of cultivating young children in the future, and the level of their ideological and political literacy is directly related to the quality of preschool education. Through the reform of ideological and political teaching in courses, students can imperceptibly receive ideological and political education in the process of learning professional courses, and constantly improve their own ideological and political literacy ^[4]. The ideological and political elements in professional courses can guide students to establish a correct professional outlook and educational outlook, make them realize the importance and sacredness of preschool education work, and cultivate their professional dedication and spirit of dedication. Ideological and political teaching in courses focuses on cultivating students' sense of social responsibility, team spirit, and innovative spirit, which are of great significance for students to better communicate and cooperate with children, parents, and colleagues in future preschool education work and carry out educational and teaching activities ^[5].

3. Problems in the ideological and political teaching of preschool education majors in colleges and universities

3.1. The ideological and political content is not closely connected with professional teaching

At present, although some teachers are aware of the importance of ideological and political education in courses, in actual teaching, they fail to deeply explore the ideological and political elements in professional courses, or when integrating ideological and political elements, they appear stiff and forced. They do not organically combine ideological and political education with professional knowledge, making it difficult for students to truly understand and accept the content of ideological and political education. Teachers do not deeply integrate ideological and political content with professional knowledge, teaching cases, etc., in the courses, so that students cannot feel the internal connection between ideological and political education and professional learning, and it is difficult to achieve the expected effect of ideological and political education in courses.

3.2. The teaching mode is relatively single

Some teachers still follow the old path of indoctrination teaching, which emphasizes the dominant position of teachers and students' mastery of knowledge, while ignoring students' dominant position and engagement. There is a lack of classroom interaction and interest, resulting in students' low learning enthusiasm and poor learning effect, and failing to arouse students' in-depth understanding and reflection on ideological and political education. In some professional training courses, teachers pay too much attention to cultivating students' professional skills and fail to make good use of practical teaching to carry out ideological and political education for students. It is difficult for students to realize the importance and practical significance of ideological and political education in the process of practice.

3.3. The teaching evaluation system is not perfect

Teaching evaluation is an important means to test the effect of ideological and political teaching in courses, but at present, the evaluation system of ideological and political teaching in preschool education majors in colleges and universities is not perfect. In the assessment indicators, the emphasis is mainly on professional theories and skills, while the assessment of students' political ideology is relatively insufficient. In addition, due to the lack of assessment standards and standard items, it is difficult to accurately measure the education and growth that students have obtained in the course. At the same time, only teachers conduct the assessment, and there is a lack of participation from external departments such as parents and schools. Such an assessment cannot be comprehensive and fair, and naturally cannot truly reflect the effect of course teaching.

4. Strategies for ideological and political education reform in preschool education courses at colleges and universities

4.1. Optimize content design and strengthen connections with professional practice

The preschool education major boasts abundant resources for ideological and political education. Teachers should enhance the excavation of ideological and political content, integrate it into teaching, help students establish correct educational and child-oriented perspectives, and inspire their professional ideals. First, excavate ideological and political resources in professional theoretical courses. Take Principles of Preschool Education as an example: starting from the laws of children's physical and mental development, this course emphasizes

respecting and appreciating children, embodying the educational concepts of “people-oriented” and “teaching students in accordance with their aptitude.” The course *Preschool Game Theory* highlights the educational value of organizing games in kindergartens, enabling students to implement the concept of happy education in their future work ^[6]. Second, excavate ideological and political resources in professional practical courses. In practical courses, teachers guide students to perceive the professional ethics and dedication of preschool teachers, such as treating children with patience, taking good care of their daily lives, and accurately formulating educational content. Meanwhile, students should be actively encouraged to participate in campus-related activities to practice ideological and political concepts, such as showing concern for children and collaborating with teams ^[7]. Third, excavate ideological and political resources in professional implicit courses. In professional teaching, teachers should demonstrate excellent professional conduct, norms of words and deeds, and personal charisma through their own behaviors. They should also guide students to pay more attention to subtle yet valuable aspects of kindergartens’ daily activities and outdoor activities, such as friendly words between children and adherence to game rules. By capturing entry points for ideological and political education from these aspects, students’ insight and educational sensitivity can be enhanced ^[8].

4.2. Innovate teaching models and optimize educational approaches

In ideological and political education, teachers should focus on innovating teaching models, combining disciplinary characteristics and talent cultivation laws, adopting diverse teaching methods, optimizing educational approaches, and improving the effectiveness of ideological and political teaching. First, enrich classroom teaching methods. Teachers should adhere to student-centeredness, and according to the nature and characteristics of different courses, use diversified teaching methods such as case-based, situational, and experiential approaches to stimulate students’ interest and enthusiasm for learning. For example, in the course *Preschool Educational Psychology*, teachers can adopt case teaching by selecting real cases of children’s psychological development, allowing students to judge the children’s mental characteristics and behavioral patterns and explore corresponding training methods. In the process of analyzing these cases, teachers will guide students to think about ideological and political issues, such as how to respect children’s individuality and how to cultivate their fine qualities. In this way, students can improve their ideological and political literacy while learning professional theories ^[9]. Second, expand the educational channels of the second classroom. Teachers should organize students to carry out a variety of second-classroom activities, such as participating in preschool education-themed speech contests, volunteer service activities, and kindergarten observation and research, so that students can deepen their understanding and application of professional knowledge and ideological and political concepts in practice. For example, teachers can arrange students to participate in kindergarten volunteer programs, where they can tell stories to children, play games with them, assist in learning, and care for children. This allows them to understand the significance of preschool education more concretely, enhance their sense of social responsibility and responsibility, and put the political theories learned in class into practice, achieving the unity of knowledge and action ^[10].

4.3. Promote school-enterprise cooperation and expand practical education platforms

The cultivation of preschool education professionals should be centered on the development needs of the preschool education industry. This means that schools should establish cooperation mechanisms with industry enterprises, jointly cultivate talents with enterprises, and build practical education platforms. This not only

enables timely understanding of industry development trends and talent demand information but also integrates the educational resources of enterprises to enhance the effectiveness of talent cultivation ^[11]. First, establish school-enterprise cooperation mechanisms. Schools can strengthen communication with kindergartens and early education institutions through regular mutual visits and seminars to stay updated on industry dynamics and talent needs. For example, colleges and universities can form long-term strategic partnerships with well-known local preschool education institutions. They can regularly send teachers and students to these kindergartens for observation, learning, and activities, while also inviting kindergarten principals and outstanding teachers to give lectures and training at the university. This sharing of cutting-edge industry information and practical experience ensures that teaching content aligns with industry needs ^[12]. Second, build an integrated industry-university-research collaborative education platform. Colleges and universities can work with kindergartens to formulate talent training programs for preschool education majors. They can adjust curriculum settings and teaching content according to the actual job requirements of preschool education institutions, making courses more relevant to real-world preschool education practices. In addition, emphasis should be placed on the construction of practical training bases to provide students with more opportunities for hands-on operations, enabling them to improve their professional abilities and ideological and political literacy in a real workplace environment. Third, integrate curriculum-based ideological and political education with enterprise culture. Schools can incorporate the concept of curriculum-based ideological and political education into enterprise culture building and encourage professional teachers and excellent grassroots teachers to jointly develop lesson plans and practical activities with ideological and political education elements. Students can then understand the connotation of preschool education work and professional knowledge through case analysis, role-playing, and study visits ^[13]. For instance, inviting experts, professors, and preschool educators to develop educational cases on children's moral education. Through the actual teaching environment and case analysis of these cases, students can learn how to organically integrate ideological and political education into kindergarten teaching materials, fostering their good qualities. By participating in case teaching and practical assignments, students can acquire more professional knowledge and skills, further enhancing their ideological and political literacy and operational capabilities.

4.4. Improve teaching evaluation and implement diversified assessment

The evaluation of curriculum-based ideological and political education should follow the logic of “evaluation-reflection-improvement”, using scientific evaluation to promote in-depth reflection and guide the continuous advancement of teaching reforms. First, optimize evaluation content. Teachers should not only assess students' professional knowledge and skills but also focus on evaluating their ideological and political literacy. For example, in professional course exams, more ideological and politically related essay questions or case analysis questions can be added to test students' understanding and application of ideological and political knowledge. Second, enrich evaluation methods. Teachers should adopt diversified assessment methods, such as evaluating students' class attendance and homework completion, and using course papers, practical reports, etc. ^[14-15]. Third, expand the evaluation subjects. In addition to teacher evaluation, student self-assessment, peer assessment, and evaluations from social stakeholders such as parents and kindergartens should be introduced. For example, after students complete their internships, they can reflect on and summarize their learning process and achievements; kindergartens can evaluate students' performance during the internship, including work attitude, professional ability, and ideological and political literacy; parents can assess the morality and

behavior displayed by students in daily life; teachers can integrate these evaluation results into the students' comprehensive evaluation system to provide more comprehensive feedback for their growth and development.

5. Conclusion

In conclusion, the teaching reform of ideological and political education in the curriculum of the pre-school education major in colleges and universities is a long-term and arduous task, which is of great significance for cultivating high-quality pre-school education professionals. In the actual teaching process, teachers should pay attention to optimizing the content setting, innovating the teaching mode, promoting school-enterprise cooperation, and improving the teaching evaluation, so as to improve the teaching quality of ideological and political education in professional courses, realize the organic unity of knowledge transfer and value guidance, and cultivate students into pre-school education talents with firm ideals and beliefs and noble professional ethics.

Disclosure statement

The author declares no conflict of interest.

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