



Path of Curriculum Ideology and Politics Construction in Early Childhood Education

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Abstract:

The curriculum ideology and political construction in early childhood education is not only an inevitable requirement to cultivate the high moral character of future early childhood teachers, but also an important path to realize the synergistic development with the ideology and politics curriculums, and a strategic initiative to implement the ideology and politics work of General Secretary Xi, which can cultivate a large number of high quality skilled talents with both moral and talent. The construction of early childhood education courses is still in the exploration stage, aiming to achieve the educational goals of "establishing morality", "cultivating people" and "casting the soul". The research found that there is a lack of institutional guarantee, no complete integration with the ideology and politics curriculum, narrow formulation of objectives, single content and lack of characteristics, hardening of teaching methods, one-sided evaluation, lack of scientificity in the teaching system, formalization of the construction of ideology and politics in the curriculum, teachers' awareness of deep excavation of ideology and politics resources in the curriculum is not strong, distillation of the implicit value of curriculum ideology and politics is not deep, lack of correct concept of curriculum ideology and politics and ideology and politics curriculum.

Thus, it is very necessary and important for the construction of curriculum ideology and politics of ECE majors which is a big project of school reform. Through the comprehensive implementation of the integrated management of curriculum ideology and politics, the organic integration of ideology and politics elements and professional courses, the effective formulation of curriculum ideology and politics education objectives, the careful design of teaching contents, the adoption of rich teaching methods, the use of diversified evaluation methods, the construction of a scientific curriculum



ideology and politics teaching system, the strengthening of teachers' awareness of curriculum ideology and politics, the establishment of a high-quality curriculum ideology and politics teachers' team, the effective combination of implicit education of curriculum ideology and politics and explicit education of ideology and politics curriculums, etc., we can greatly improve the quality of education. The paths such as explicit education can greatly improve the quality of talent cultivation of ECE majors and promote the effective construction of curriculum ideology and politics in ECE majors.

Key words: ECE majors; curriculum ideology and politics construction; moral education; collaborative education; comprehensive development

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Curriculum ideology and politics aim to achieve seamless integration between ideological political theory courses and professional courses, to integrate the "soul" of ideological and political education into the teaching of professional courses, and to realize the value of educating people in the curriculum. Curriculum ideology and politics is a new educational concept that has emerged in response to the new era of the future epidemic, which can cultivate students' correct values, cultivate their patriotic feelings, and strengthen their ideal beliefs. Curriculum ideology and politics are also the necessary basis for curriculum reform in each school, which can cultivate teachers' awareness of curriculum ideology and politics and exercise their ability to build curriculum ideology and politics. Curriculum ideology and politics always firmly follow the road of socialism with Chinese characteristics, adhere to the educational goal of establishing moral education, and dig deeper into the moral education elements and ideology and political education factors of other courses such as professional courses, to finally realize the "ideology and politics connotes the curriculum" and "curriculum carries ideology and politics" the two-way collaborative education effect. Therefore, the core connotation of curriculum ideology and politics

lies in the effective integration of professional courses and ideology and politics curriculums. Mr. Liang Qichao, a famous scholar in modern China, pointed out very early: "the hundred years of life are established in early childhood education." Therefore, early childhood education has an essential impact on the development of young children throughout their lives and is a vital stage of the entire education, playing an essential role in cultivating habits, abilities, values, and a good personality. Therefore, the development of ECE majors in vocational colleges and universities urgently needs curriculum ideology and politics to give guarantee power to provide strong support for cultivating a large number of moral and talented childcare workers to realize the synergy between professional talent training goals and students' comprehensive and sustainable development. However, the research found that there is a lack of institutional guarantee for the construction of curriculum ideology and politics in ECE, a lack of complete integration with the ideology and politics curriculum, a narrow formulation of objectives, single content, and a lack of characteristics, the hardening of teaching methods, one-sided evaluation, the lack of scientific teaching system, the formalization of the construction of curriculum ideology and

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politics, teachers' awareness of deep excavation of curriculum ideology and politics resources is not strong, the distillation of the implicit value of curriculum ideology and politics is not deep, and the lack of correct understanding of "ideology and politics curriculum" and "curriculum ideology and politics." It can be seen that the construction of curriculum ideology and politics in ECE is a vital project of school reform.

I. The necessity of curriculum ideology and politics construction in ECE

The curriculum is an essential carrier for schools to realize the goal of three comprehensive education, which can not only transmit knowledge and skills but also penetrate the ideology and values of education. The goal of training talents of ECE majors is to cultivate many early childhood teachers with good teacher morality and complete professionalism. Therefore, it is essential to infuse moral education into the curriculum of ECE majors, which can cultivate students' noble teacher morality, the establishment of correct values and the formation of pleasing personalities, and promote students' all-round development of moral, intellectual, physical, and aesthetic development. The curriculum is a meaningful way to nurture talents, not only to transfer professional knowledge and skills but also to implicitly teach values, ideology, and politics all the time. Therefore, it is necessary and feasible to construct curriculum ideology and politics in ECE majors, which dramatically improves the quality of talent training and has significant research value.

Early childhood is the foundation stage of the entire education and the most critical period for the development of young children throughout their lives. The character,

temperament, and habits formed during this period have an essential impact on the development of young children throughout their lives. In 2012, the Ministry of Education issued the Professional Standards for Kindergarten Teachers, which state that "teacher ethics are the priority" and "early childhood teachers must love and respect the personality of young children." Therefore, early childhood teachers are expected to have a correct educational philosophy, high moral values, a good personality, and a lifelong professional outlook during their professional studies in school. Only in this way can early childhood teachers better infect children with their values and personality power in their future professional development and promote children's moral, intellectual, physical, and aesthetic development. However, today's society has repeatedly reported on "child abuse and beating of young children," which is an outrageous act and a severe violation of the professional code of ethics for early childhood teachers. It has aroused the concern of all citizens for most early childhood teachers. The "negative parenting material" has raised a wave of concern and care for children in society, requiring early childhood teachers to have high moral character and "genuine love for the cause of education and children." The construction of the ECE curriculum is aimed at transferring the core qualities of teacher ethics, professionalism, professional values, professional attitudes, love, excellence, and craftsmanship to students so that they can become high-quality talents with both moral and technical skills and help prevent child abuse from happening at the source.

II. The Importance of Curriculum Ideology and Politics Construction in Early Childhood Education



The training program for ECE majors solves the critical problems of "whom to train," "what to train," and "how to train." The goals of ECE professional training and curriculum goals should include not only knowledge, skills, and emotions but also ideological and political goals to truly implement the correct concept of "teacher ethics first," "lifelong learning," and "child-oriented" finally giving full play to the critical value of the curriculum ideology and politics in cultivating students' professional ethics, ideals and beliefs, professional literacy and lifelong professional development.

Curriculum ideology and politics emphasizes the infiltration of ideology and politics education in professional courses to achieve the effect of "spring breeze turns into rain, moistening things silently," which breaks the traditional single way of teaching ideology and politics education, enriches the path of teaching ideology and politics education, helps prevent the tendency of the superficiality of ideology and politics education, and has gradually developed into a new concept of curriculum and education. The implementation of the early childhood education curriculum has important theoretical significance and practical value, mainly in the following two aspects: First, the courses of early childhood education are rich in moral education elements and "factors" of ideological and political education. With the help of professional courses, ideological and political education can be implicitly integrated into all teaching links, realizing the nurturing orientation of classroom teaching and improving the appropriateness and affinity of ideological and political education. Second, the professional curriculum of ECE has both strong professionalism and long-standing background in industry development, which is strongly

related to student's career planning and lifelong career development as teachers.

The infiltration of comprehensive professional literacy, professional ideals and beliefs, lifelong career development, and other curricular thinking and political concepts in the ECE professional curriculum has led to the close integration of ideological and political education with the professional curriculum, which has silently improved students' comprehensive professional literacy and is conducive to making students more clearly understand the leading and guiding role of ideology and values education on their future career development. It is also conducive to cultivating students' artisanal spirit, national sentiment, and love for education and children. General Secretary Xi emphasized that "we should make full use of the main field of classroom teaching, and all courses other than thing politics should be planted with good responsibility so that other types of courses such as professional courses and general studies courses can reach a synergistic nurturing effect together with ideology and politics curriculums." Therefore, the construction of early childhood education courses is a strategic initiative to implement General Secretary Xi's work on ideology and politics, aiming to achieve the educational goals of "establishing morality," "cultivating people," and "casting the soul." The two complement each other, promote each other and complement each other to realize the core task of collaborative education.

III. The current situation of curriculum ideology and politics construction in ECE majors

(1) Lack of institutional guarantee, the tendency of "light teaching," insufficient macro

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planning, and effective guidance

Currently, most vocational institutions do not have programmatic documents for the construction and implementation of curriculum ideology and politics, resulting in the lack of direction and theoretical basis for the construction of curriculum ideology and politics, which affects the effect and quality of the construction of curriculum ideology and politics. The front-line teachers in vocational colleges have no policy document to follow in implementing curriculum ideology and politics, which affects the scientific nature of the construction of curriculum ideology and politics. In addition, most teachers in vocational colleges focus too much on scientific research to meet the requirements of teacher evaluation and promotion, putting most of their time and energy into scientific research and writing, neglecting the reform of ideology and politics of professional courses, and seriously lacking in the education of ideological and political contents such as moral literacy, values cultivation, and ideal and belief education for students, which significantly affects the quality of talent training. In addition, most vocational colleges lack supervision and management mechanisms and assessment and evaluation mechanisms. The problematic tendency of "emphasizing scientific research over teaching and education" in vocational colleges greatly hinders the realization of the goal of moral education.

The early childhood education curriculum is divided into public introductory courses, basic vocational courses, and vocational skills courses. The courses include preschool child hygiene and health care, early childhood psychology, preschool child development psychology, primary early childhood education,

kindergarten life activity organization, music theory and sight singing, kindergarten game instruction, early childhood literature, and other courses. Early childhood education courses have unique course attributes and professional characteristics. Integrating curriculum thinking and government into the teaching of early childhood education courses requires overall planning and effective, orderly, and localized guidance of the courses by the major at the macro level.

(2) Curriculum ideology and politics in ECE majors are not fully integrated with ideology and politics curriculums

Curriculum ideology and politics is a new educational concept born with the development of the times, and it can also be called a new view of curriculum. Curriculum ideology and politics mainly refer to the integration of ideological and political education elements in all courses other than ideology and politics curriculums (such as professional courses and general education courses) to bring into play the value implication and ideological leadership of ideology and political education. However, since the introduction of curriculum ideology and politics in 2014, there has not been any real integration between ideology and politics curriculums and ECE professional courses for a more extended period, mainly in the following two aspects: first, the ideological and political education goals in the ECE professional training program are often ignored, which cannot reflect the equal importance for students in two dimensions, such as ideological attitudes and values and professional knowledge and skills, which hinders the successful integration of ideology and politics curriculums and professional courses with the goal of

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collaborative education. This hinders the successful realization of the goal of collaborative education between ideological and professional courses and needs to be more conducive to improving talent training quality. Second, the teaching objectives of ideological and political theory courses are entirely disconnected from the contents of professional courses. To sum up, the construction of curriculum ideology and politics in vocational colleges is a long-term and complicated process, which needs to be tried and explored in daily teaching, and how to implement curriculum ideology and politics at the right time, in the right amount, and in the right degree requires all teachers to work in the same direction.

(3) The formulation of the ideological goals of ECE courses is narrowly focused, with single content and lack of characteristics

Most teachers of ECE majors tend to narrowly formulate curriculum thinking political goals and do not form systematic curriculum thinking political goals. The narrowing of the curriculum objectives reflects the teachers' incorrect conception of curriculum ideology and politics. It means that most teachers blindly pay attention to "solving problems" and "teaching" and neglect the essence of "preaching." The research finds that teachers have the following three problems in formulating the ideological political objectives of the curriculum: first, teachers very narrowly think that the ideological and political objectives of the curriculum are ideological and political objectives, pay little attention to the moral education elements contained in the professional courses, fail to deeply explore the depth and breadth of the ideological and political education elements in the professional courses, cut the synergistic nurturing effect of

the two, and affect the consistency of the professional courses in knowledge, ability, emotion. Secondly, teachers need to consider the contemporary, international, and cultural elements implicit in the professional courses when formulating the objectives of the curriculum, resulting in the objectives being detached from the plunging value connotation of the professional courses. Thirdly, some teachers randomly select a few buzzwords of moral education without any basis when formulating the objectives of the curriculum, ignoring the knowledge, skills, and emotional objectives of the professional courses, resulting in the disconnection between the objectives of ideology and politics and other objectives, which dramatically affects the effect of human education. Therefore, the tendency of teachers to narrow in formulating the objectives of curriculum ideology and politics directly reflects the inadequacy of professional course teachers' study of curriculum ideology and political theory.

In the process of implementing the reform of curriculum ideology and politics, teachers of ECE majors usually focus on one course or one section of the curriculum, fail to explore the content advantages of their majors deeply, and have not yet formed a scientific and diversified content system of curriculum ideology and politics. As a result, most teachers of ECE majors fail to understand their professional characteristics and advantages fully, blindly imitate the content patterns of other courses, and fail to deeply refine the values, moral norms, cultural heritage, and ideological connotations of ECE majors' courses, resulting in the "labeling of courses" and "homogeneity of courses" in the context of ECE majors' courses, "homogenization of moral education



elements and professional knowledge,"mechanization of ideological and political education elements and professional knowledge integration " and other problems. In addition, the subject of current vocational colleges' curricular ideological and political content mining is usually the front-line teachers, who lack the macro guidance and overall control of the school on the one hand, and on the other hand, lack the school's macro perspective from a more scientific and systematic perspective to build a system of mining curricular ideological and political elements as a whole.

(4) The teaching way of curriculum ideology and politics in ECE courses is raw and hardened, and the evaluation is one-sided

Most teachers of ECE majors do not carry out the design of curriculum ideology and political teaching system in the process of lesson preparation. Although some teachers know the value of the construction of curriculum ideology and politics, they lack the design of curriculum ideology and politics teaching methods and blindly carry out simple patchwork, which affects the inner experience of students and is not conducive to the improvement of the quality of education. Some teachers implement the ideological and political education teaching methods embedded, simply thinking that the construction of the curriculum is "professional courses" and "ideological and political education" added together, such as the first half of the course is "playing, singing, dancing, telling stories." The second half is ideological and political education, which neglects the integration of the teaching of professional courses and the ideological and political elements of the course. Therefore, the raw sclerosis of the design of the curriculum

ideology and politics teaching method has led to the labeling and formalization.

The goal of moral education is the litmus test of the quality of the construction of curriculum ideology and politics, and the quality of talent training is an essential basis for evaluating the effectiveness of the construction of curriculum ideology and politics. However, the evaluation of the construction of curriculum ideology and politics mainly has the following problems. First, some teachers implement curriculum ideology and politics and have formulated the objectives of curriculum ideology and politics in the teaching design, but there needs to be explicit correspondence in the teaching evaluation link. These teachers believe that evaluating the teaching quality of curriculum ideology and politics in ECE is a comprehensive evaluation of values, professional knowledge, and skills, and the quality of talent training takes a more extended period to be revealed. In addition, other education carriers will influence the quality of education, which cannot be directly quantified through curriculum ideology and politics. Secondly, some teachers emphasize that immediate evaluation should be conducted in the course to detect the achievement of the curriculum ideology and political objectives in time and adjust the teaching strategy according to the completion of the curriculum ideology and political objectives. Third, the evaluation subject is single, and some teachers listen to the "personal opinions" of school experts and supervisors, neglecting the "learning effect,""learning feedback,""after-class and before-class learning comparison," and other aspects of the test, resulting in unscientific teaching evaluation phenomenon. Fourthly, the curriculum ideology and politics evaluation

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mechanism has a severe tendency toward quantification and lacks diversified evaluation mechanisms such as qualitative evaluation.

(5) Lack of scientificity in the teaching system of early childhood education courses and the formalization of the construction of curriculum ideology and politics

The Guideline for the construction of curriculum ideology and politics in Higher Education Schools points out that colleges and universities should revise and improve their talent training programs in a purposeful, organized, and planned manner, build an increasingly complete curriculum ideology and politics teaching system, and in the process of implementing curriculum ideology and politics, realize the curriculum ideology and politics teaching system becoming more scientific, systematic and standardized, to serve the improvement of talent training quality effectively. The research found that there is a tendency of "two skins" in the construction of the ideological and political teaching system of ECE majors, which is mainly manifested in the following two aspects: First, in the teaching arrangement of ideological and political theory courses, students of different majors are usually divided into "joint classes," which dramatically reduces students' learning. First, the teaching arrangement of ideological and political theory classes usually divides students of different majors into "combined classes," which significantly reduces students' learning. The different learning situations of students of different majors affect students' systematic learning of ideological and political education contents. Secondly, in the process of implementing the ideology and politics of curriculum, teachers of ECE majors rigidly "stuff" the ideological and political education

contents, such as core values of socialism with Chinese characteristics, craftsmanship, family sentiment, and noble teacher ethics into the teaching of professional courses, resulting in the wrong tendency of "labeling the professional courses." This affects students' acceptability and learning effect and is not conducive to students' systematic education on professional knowledge, skills, and values, resulting in a severe lack of science in the curriculum of the ideological and political teaching system. Third, the communication between teachers of ECE majors and teachers of ideological and political education theory courses needs to be improved, resulting in a disconnect between ideological values education and professional knowledge and skills teaching.

In recent years, ECE majors, like other majors, have been pushing forward the reform of curriculum ideology and politics, but they have yet to achieve qualitative changes and substantial results in stages. It is found that the construction of curriculum ideology and politics in ECE majors is usually formal. The reasons for this are mainly the following: firstly, in terms of system, the construction of ECE curriculum ideology and politics lacks programmatic documents and system support as well as a clear and measurable evaluation, reward and punishment system, so that the construction of curriculum ideology and politics can never grasp the correct theoretical basis. Secondly, regarding leadership, the school rarely organizes professional teachers to participate in orientation training on ECE curriculum ideology and politics, so most teachers blindly implement the curriculum ideology and politics according to their understanding, and the cultivation of students does not achieve the

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effect of nurturing people.

Finally, in terms of results, ECE majors have yet to achieve more mature model courses in curriculum ideology and politics and have yet to achieve the results of curriculum ideology and political reform. Therefore, the formalized tendency to construct curriculum ideology and politics in ECE majors needs to be solved by the joint efforts of all teachers through all courses in the whole process of curriculum teaching.

(6) Teachers' awareness of deep exploration of curriculum thinking political resources is not strong, and their refinement of the implicit value of curriculum thinking political is not deep

The research found that most teachers of ECE majors need a clearer understanding of the curriculum ideology and politics. Their awareness of deep exploration of the curriculum ideology and politics is not strong, mainly in the following two aspects: First, in the process of lesson preparation, they do not spend time thinking about the objectives of the curriculum ideology and politics of this lesson and its positioning in the whole curriculum system, and seldom discuss and communicate with the teachers of thinking and politics. As a result, resources and critical elements must be shared between professional courses and ideological and political theory courses. Second, some teachers blindly focus on teaching professional knowledge and skills and pay too much attention to the effect of students' learning professional knowledge and skills. Some teachers also rigidly "transpose" some ideological and political education content into the professional curriculum, lacking a systematic structure of the implicit ideological and political elements. The teachers of ECE majors, when refining the ideological and

political elements of the curriculum, do not study the typical model courses of ideological and political education deeply enough, do not analyze the advantages and characteristics of the majors sufficiently, and do not understand the programmatic documents of the ECE majors thoroughly enough, which dramatically affects the breadth and depth of the exploration of the ideological and political resources of the curriculum, and is not conducive to the students' systematic acceptance of the scientific system and the implicit ideological and political implications of the majors' curriculum. Each course in the ECE program contains both explicit and implicit values.

The explicit values in professional courses usually appear directly in the content of the teaching materials and are easily identified by teachers, while teachers often ignore the implicit ideological values because they are indirect, essential, nurturing, and ideological. The elements of ideological and political education embedded in the curriculum need to be explored by all teachers, and the scientific and systematic structure of the curriculum system should be used as a teaching tool, with the fundamental task of developing students' ideological and moral qualities, professional knowledge and professional skills. All teachers should deeply refine the ideological values and moral education elements embedded in each course and improve the humanity of the course through typical cases of kindergarten education activities, as well as the patriotic connotation of the course through the study of the Code of Ethics for Kindergarten Teachers, the Outline and the Guidelines so that students can effectively realize the synergistic development of value shaping, moral improvement, norm formation, knowledge growth, and skill

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cultivation. In addition, the excavation of curriculum thinking political resources is usually based on the textbook itself and the actual classroom teaching situation, without a deeper refinement from a broader perspective, ignoring the essential requirement of whole-process, all-round, and whole-person education.

(7) Teachers lack the correct concept of curriculum ideology and politics and have the wrong tendency of "emphasizing intellectual education over moral education"

It has become an essential carrier for schools to promote teaching reform and a key initiative to educate people with moral values. However, it is still at the stage of exploration and reform, and its concept has not penetrated every educator's mind. Most teachers need a clearer understanding of curriculum ideology and politics, confused with the concept of ideological and political theory courses, resulting in the construction of curriculum ideology and politics achieving the little effect. In reality, there are two main problematic tendencies. First, the professional courses are entirely political. That is, teachers in professional courses blindly teach Marxism-Leninism, Mao Zedong Thought, Deng Xiaoping Theory, Xi Jinping's core values of socialism with Chinese characteristics in the new era, and other ideological education content, marginalizing professional knowledge and skills, wrongly exaggerating the importance of ideological and political education content, seriously affecting the efficacy of the synergistic education of the professional curriculum ideology and politics and ideology and politics curriculums. Second, the course of thought politics and thought politics course antagonism theory. That is, it is wrongly believed that the

construction of the curriculum ideology and politics will affect the teaching of professional courses and skills and can not tap the hidden ideological and political education elements in professional courses from the source, resulting in the wrong tendency of "two skins" in the course of thought politics.

In addition, teachers of ECE courses have the wrong tendency of "emphasizing intellectual education but not moral education," believing that moral education and ideological and political education are the educational tasks that teachers of ideological and political theory courses should undertake, focusing too much on the education of students' professional knowledge and skills and neglecting the education of students' ideological leadership and core values. In implementing the curriculum ideology and political education, teachers of ECE courses appear subjective, arbitrary, and have other inappropriate tendencies. As vocational colleges promote the reform of curriculum ideology and politics, some full-time teachers of ECE majors have developed the subjective will to build curriculum ideology and politics. However, they still cannot clearly and correctly understand the difference between "education on thinking and values," "education on knowledge," and "education on skills." However, they still do not have a clear and correct understanding of the relationship between "ideology and values education" and "knowledge education," "skills education" and "emotional education," and they do not understand how to deeply explore the ideological and political education elements and moral education factors in the professional curriculum. This shows that full-time teachers of ECE majors are still relatively casual about



the implementation and exploration of the construction of curriculum ideology and politics.

(8) Teachers' lack of correct understanding of "curriculum ideology and politics" and "thinking politics curriculum"

The research found that teachers of ECE majors do not have a correct understanding of the relationship between "curriculum ideology and politics" and "ideology and politics curriculum," so they seldom infiltrate ideological and political education elements in the teaching of professional courses, and even teachers of young children think that ideology and politics curriculum has nothing to do with curriculum ideology and politics. This has greatly influenced the process of construction of early childhood education courses. Most teachers of ECE majors have too superficial an understanding of the relationship between "curriculum ideology and politics" and "ideology and politics curriculums." They cannot profoundly realize that the purpose of curriculum ideology and politics is to "integrate the soul of ideological and political education into the whole process of professional courses, to realize a new pattern of whole process education. The ideology and politics curriculum is a course that teaches ideological and political theories, such as the core values of socialism with Chinese characteristics, in a purposeful, planned, and organized manner.

On the one hand, the teaching and implementation of ECE courses should reflect the elements of ideological and political education and realize the value of establishing moral education. On the other hand, ECE teachers should clarify the ideological and political goals of the curriculum during the collective preparation process, promote the

unification of ideological and political goals with cognitive goals, ability goals, and literacy goals, and promote the comprehensive and sustainable development of students' dimensions of emotional attitude and values, cognition, ability, and literacy. In addition, ECE teachers should actively consider the "distance" between the pre-determined objectives of the course and the actual nurturing effect of the course in the process of post-course reflection to provide guidelines for the effective implementation of the course in the future.

IV. The effective path of curriculum ideology and politics construction in Early Childhood Education

(1) Rely on the system to guarantee the comprehensive implementation of the integrated management of the curriculum ideology and politics

The construction of early childhood education courses is a systematic project requiring all school departments to have clear rights and responsibilities and work together to promote the construction of curriculum ideology and politics. First of all, the school should strengthen the management system of curriculum ideology and politics, accept the overall arrangement and deployment of the party committee of the school, establish the effective mechanism of curriculum ideology and politics construction, implementation mechanism, evaluation mechanism, and incentive mechanism, so that teachers of ECE majors and teachers of ideology and politics majors can consciously integrate the essence of both according to the construction points of curriculum ideology and politics, and continuously optimize the talent training program, curriculum standards, teaching plan, and other ECE majors, and effectively improve

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the training of talents.

Secondly, the construction of curriculum ideology and politics of ECE majors needs to put the educational concept of curriculum ideology and politics into practice. Therefore, it should be small and deep to improve the quality of curriculum ideology and political construction in all aspects. For example, when teaching the course "Design and Implementation of Kindergarten Education Activities (Language)," teachers of teaching methods can integrate Tao Xingzhi's theory of life education, Chen Heqin's theory of five-finger activities, and B·A·Cyxomjnhcknn's theory of comprehensive and harmonious development of human beings into the design and implementation of language education activities, to encourage students to establish a correct view of the essence of modern education, a child-oriented view of children. In this way, students can establish a correct modern view of the nature of education, a child-oriented view of children, and an all-round development view of moral, intellectual, physical, social, and aesthetic development and realize the educational efficacy of establishing moral education. Finally, the construction of early childhood education curriculum ideology and politics requires all school departments to constantly improve the rules and regulations, keep abreast of the times, and ensure that the systems align with the trend of teaching reform.

(2) Organic integration of ideological and political elements with the curriculum of ECE, effective combination of implicit education of curriculum ideology and politics, and explicit education of ideology and politics curriculums

The purpose of the curriculum is to integrate ideological and political education elements, such as ideals and beliefs, value

pursuit, and national sentiment, into each course to achieve the educational effect of "spring breeze turns into rain, moistening things silently" and to promote the coordinated and sustainable development of students' ideological consciousness, behavior and emotion in the interaction with the course environment. Therefore, when reforming the ideology and politics of the curriculum, teachers of ECE majors should pay attention to avoid the following two situations: first, making every professional course an ideological and political class; second, spending much time teaching ideological and political education contents such as Marxist principles and Deng Xiaoping theory in preschool education courses. Therefore, ECE majors should appropriately integrate moral education elements and ideology, and political education factors and organically integrate mainstream social values such as ideals and beliefs, social morality, harmony, and friendliness into each course. Furthermore, the ECE majors should strengthen teacher moral education according to the goal of talent cultivation, combine the attributes and characteristics of different courses, guide students to be more explicit about their future career ideals and development plans, and actively integrate their love for their country, love for education and care for children as a whole, to make ECE students become excellent teachers with moral qualities, ideal beliefs, profound knowledge, and benevolent heart, effectively improving the quality of talent training.

Only by effectively combining implicit education with explicit education can students be motivated to more clearly understand the connection between the prosperity and development of the country, the great

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rejuvenation of the Chinese nation, and the cause of early childhood education. Therefore, in reforming the early childhood education curriculum ideology and politics, we should always insist on the effective combination of ideology and politics curriculum of explicit education and implicit education of curriculum ideology and politics. The reform of curriculum ideology and politics should strengthen values education and ideological leadership, guide students to integrate professional knowledge closely, skills learning, early childhood education career development, and national development, and promote students' comprehensive understanding of the connection between self-growth, early childhood cultivation, and national progress.

Teachers of ECE majors should take the initiative to strengthen communication with teachers of ideology and politics curriculum and actively establish a standard collective lesson preparation and teaching and research mechanism to facilitate the complementary and joint development of implicit and explicit education. Through the effective combination of the curriculum's explicit and implicit education, the cultural and implicit nature of the ECE curriculum is consciously manifested, and the curriculum's contemporary, nurturing, and open nature is brought into play. The construction of the ECE curriculum is based on the construction of a considerable thinking and political pattern and the promotion of the reform of the model, objectives, and contents of the professional curriculum so that the values, ideological consciousness, political identity, national sentiment and the knowledge and skills of the ECE curriculum can be effectively combined, and the implicit education and explicit education can "develop

and progress together."

(3) Effectively formulating the education objectives of early childhood education curriculum ideology and politics and designing teaching contents by heart

The selection of curriculum thinking political elements is a prerequisite for implementing curriculum ideology and politics. It is essential to design and implement curriculum ideology and politics to integrate curriculum ideology and politics elements into teaching professional courses. First, the objectives of the curriculum standards of ECE majors should reflect the elements of curriculum ideology and politics. For example, the ideology and politics objectives of kindergarten education activity design and guidance (language) course are: to combine the responsibilities of enterprise positions, to practice the harmonious and friendly socialist core values, to cultivate healthy and upward professional moral qualities of teachers, to develop a sound and complete moral education, to establish a correct view of labor, and to promote the comprehensive and sustainable development of moral, intellectual, physical, aesthetic and labor.

The ideological goals of the kindergarten classroom management course are: to establish correct professional ethics of early childhood teachers, to clarify the role of early childhood teachers, to cultivate a love for the cause of early childhood education, to cultivate love, patience, and responsibility for young children, to establish a correct world view, outlook on life and values, and to realize the harmonious unity of knowledge internalization and character enhancement. The ideological political goals of the Montessori philosophy curriculum are: to establish a correct and scientific view of

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children, teachers, and teaching, to respect and love children, to dialogue with children as equals, to create a democratic, equal, warm and comfortable environment, to help children achieve self-development, and to have a sense of innovation and dialectical thinking skills. Before practicing specific courses, teachers should translate the ideological goals in the curriculum standards into ideological goals in the lesson plans according to the curriculum content and the analysis of the learning situation to truly implement the educational purpose of establishing moral education.

Early childhood education aims to cultivate high-quality talents with high moral character, solid skills, and excellent character and learning. Only in this way can future early childhood teachers shoulder the important task of nurturing the "flowers" of the motherland. Therefore, designing the content of the curriculum is the core of the high-quality construction and development of the curriculum. For example, in "Design and Guidance of Kindergarten Education Activities (Language)," the content should be combined with laws and regulations such as "Professional Ethics of Kindergarten Teachers," "Kindergarten Education Guidance Outline," "3-6 Children's Learning and Development Guide" and "Kindergarten Work Regulations" to cultivate students' awareness of the rule of law and guide them to establish core socialist values. Likewise, in "Montessori Philosophy," students should be guided to understand the life of Montessori and cultivate their love for the cause of early childhood education by studying the glorious deeds of Montessori, who turned from a medical doctor to the study of early childhood education pedagogy; in "Kindergarten Class Management," infiltrate

the safety and health knowledge of epidemic prevention and control, guide students to master the nurturing methods of scientific class management, and cultivate students' sense of professional responsibility.

(4) Adopt rich teaching methods and use diversified evaluation methods

A rich and diversified teaching method is crucial to effectively realizing the effect of curriculum ideology and political education. Students of ECE majors in vocational colleges are lively and active, have special skills, like to do things with their hands, and are willing to perform. Therefore, the teaching of ECE courses in vocational colleges should actively adopt diversified teaching methods such as case study method, debate method, and performance method to stimulate students' enthusiasm for active learning, guide them to gradually establish correct professional ethics, modernized view of the nature of education and scientific view of children, and finally promote students' all-round development of moral, intellectual, physical, aesthetic and cultural development, to bring into play the best effect of curriculum education.

For example, in "Design and Guidance of Kindergarten Education Activities (Language)," a case study method is adopted to let students observe the video of the quality lesson "Square Lattice Tiger" by Ying Caiyun, a nationally famous teacher of kindergarten education so that students can experience the uniqueness of the square-grid tiger and be guided to consciously discover children and respect their unique personality, thus establishing a correct view of children and feeling the most selfless love given by parents. In "Montessori Philosophy," a debate competition is conducted to organize students around a real kindergarten



case (Case: When you are organizing a group education and teaching activity for children, one child suddenly raises his little hand extra high and shouts, "Teacher, I want to go out and play on the slide." Question: How would you respond to this situation? Do you respect the child's choice? Alternatively, do you ask the children to continue with the group educational and teaching activities?) Have a debate. The pro side: Respect the children's choice; the con side: Ask the children to continue the group educational teaching activities. Through the debate, students continue to identify problems, solve them, and improve their dialectical thinking and problem-solving abilities, eventually realizing the relationship between freedom and discipline and developing the value of loving children. In "Kindergarten Class Management," through the role-playing method, students are organized to choreograph and perform large-scale kindergarten festival activities, leading them to develop a positive emotion of loving the excellent traditional culture of the Chinese nation.

The course evaluation method is a golden yardstick to test the achievement of the curriculum ideology and political objectives. Unfortunately, curriculum evaluation often focuses too much on the achievement of the two dimensions of competence and cognitive goals while neglecting the achievement of the literacy-emotional and values goals. The accomplishment of the literacy, emotion, and value objectives is a critical factor in evaluating the achievement of the ideology and political objectives of the curriculum. First, the evaluation method should combine qualitative and quantitative, with qualitative focus and quantitative supplement, focusing on students' all-around performance in the three

dimensions of emotion and values, ability, and knowledge. Secondly, the main body of evaluation should be diversified, adopting diversified methods such as "student self-evaluation + teacher evaluation + group evaluation + enterprise expert evaluation + child evaluation" to detect students' actual performance in terms of character and cultivation, ability improvement, and knowledge growth. For example, when organizing a group discussion on the content and value of the movie "A Childhood in the Far South," the student could not help but feel, "I also want to become a responsible and committed early childhood teacher, caring for children's young hearts with love and dedication, and ensuring the healthy physical and mental development of young children." These words show the students' solid professional ideals, high professional ethics, and endless love. Finally, the evaluation method should be a combination of process evaluation and summative evaluation, and students' process grades should be evaluated according to their attendance, classroom performance, homework, and other diversified contents. The student's comprehensive professional qualities such as teamwork, communication, interpersonal communication, psychological quality, emotional and value tendency, thinking and political awareness, and moral cultivation are comprehensively examined.

(5) Building a scientific group of teaching system of early childhood education professional curriculum ideology and politics, promoting classroom teaching and practical teaching to play a synergistic nurturing function

The curriculum is not only a medium for educating people but also an important carrier for the construction of the ideological politics of



the curriculum. Based on the actual characteristics of professional courses and the holistic relationship between the ideological and political education elements of different courses, the construction of a systematic mind map should be guided by students. All courses in ECE are an organic and unified whole, and teachers should actively build micro-courses and teaching resource packages. Typical case sets of curriculum ideology and politics of different courses to help students comprehensively understand the inner connection of all courses in ECE to effectively deepen the depth and broaden the breadth of the construction of curriculum ideology and politics. For example, kindergarten education activity design and guidance is a discipline that studies the design of educational activities in different fields such as language, health, society, science, and art. Preschool child development psychology is a science that studies the laws of physical and mental development of preschool children, preschool pedagogy is a discipline that studies the basic theory of preschool education, preschool children's game guidance is a discipline that studies the characteristics of different game types and guidance strategies, preschool children behavior observation is the study of different behaviors and guidance of preschool children, and kindergarten classroom management is the study of the specific path of kindergarten classroom management. Therefore, the construction of all courses of ECE majors should be built around the construction of curriculum clusters and construct a holistic, systematic, and high-quality all-disciplinary curriculum ideology and political system.

The early childhood education curriculum requires theoretical teaching to play the function of nurturing people and practical

teaching to play the role of value leadership and to build a synergistic nurturing mechanism between theoretical teaching and practical teaching. Therefore, in the reform of early childhood education curriculum, teachers should take moral education as the fundamental guideline, take ideological leadership, skill development, and knowledge transfer as the core objectives, and promote students' all-round development of moral, intellectual, physical, social and aesthetic development as the fundamental purpose, organically integrate ideological and political education elements into the teaching of professional courses, teach professional theoretical knowledge in an in-depth and straightforward manner, and promote students' penetration of moral education in a diversified way to realize the educational objective of "spring breeze turns into rain, moistening things silently."

For example, when teaching "intellectual development of preschool children," students are guided to discuss and exchange views on hot social issues such as "parents' psychology of expecting their children to become dragons and phoenixes" and "interest classes for young children." In the course, students are guided to discuss and exchange ideas about the hot issues of society, such as "parents' psychology of expecting their children to become children" and "children's interest classes," to inspire them to think about the nature of preschool children's intellectual development and the core values of multiple intelligence theory, to realize the fundamental meaning of the curriculum ideology and politics, and to promote students to become moral and technical talents with high teacher morality. The quality of talent cultivation is the

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touchstone to test the quality of constructing the curriculum ideology and politics of early childhood education. The "Opinions on Deepening the Integration of Industry and Education" proposes that "the construction of the curriculum of ideology and politics should effectively implement the principle of educating people in all three aspects, and the leadership of ideological values should be carried out throughout the whole process of practical and theoretical teaching" and "the practical teaching hours should be more than half of the total hours."

The practical training model based on the off-campus industry-education cooperation alliance and the practical teaching model based on the on-campus training room put students in the natural job environment, where students can experience fundamental work tasks first-hand and feel the specific requirements of kindergarten positions and social development for talents. For example, "childcare lecture" is a regular training content in the health training room of a preschool child, and students can practically solve actual childcare problems by role-playing as "teachers" and "parents." Students can solve the problems in actual childcare through role-playing as "teachers" and "parents." During the practical training, students can link theory with practice and improve their problem-solving and parenting skills. The way students deal with practical training problems and their behavior can also show their ideological and moral qualities, which provides a prerequisite for integrating ideological and political elements into practical teaching. The practical teaching mode of "teaching training" + "teaching practice" + "internship" in ECE is not only conducive to the reform and innovation of the curriculum but

also conducive to students' consciousness to improve their knowledge and skills in theory and practice. The model of practical teaching is not only conducive to curriculum reform and innovation but also conducive to students' consciousness to improve their knowledge and skills in theory and practice.

(6) Strengthen the consciousness of ECE teachers in curriculum ideology and politics and improve the quality of curriculum ideology and politics

Teachers of professional courses are the main body of the construction of curriculum thinking politics, and their concepts, awareness, and literacy of curriculum ideology and politics have an important influence on the quality of the construction of curriculum ideology and politics. First of all, teachers of professional courses should seriously study the theoretical contents of ideological and political education, such as Marxism, Mao Zedong Thoughts, and socialist core values, improve their ideological and political awareness, avoid the misunderstanding that "curriculum" and "ideology and politics" are two different things, and correctly understand the relationship between "ideology and politics curriculum" and "curriculum ideology and politics." Secondly, teachers of professional courses should fully understand the importance of ideological and political education, actively participate in the discussion process of mining and refining the ideological and political elements of professional courses, and improve their research awareness and education level. Finally, teachers of professional courses should exert their team strength, cooperate to build a model course of curriculum ideology and politics, gradually improve the supervision mechanism and evaluation mechanism of the construction

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of curriculum ideology and politics, effectively improve the quality of talent training, and contribute to the realization of the Chinese dream of the great rejuvenation of the Chinese nation! The teachers of professional courses should also strengthen the study of national policy documents of curriculum ideology and politics, such as the Outline of the Implementation of the Quality Improvement Project of Ideological and Political Work, the National Conference on Ideological and Political Work in Colleges and Universities, and make use of their spare time to study "Learning to make China powerful," watch the world, pay attention to the national hot spots in real-time, keep up with the times, and always maintain a high level of enthusiasm for learning. We always keep a high level of enthusiasm for learning, constantly improve the ideological and political connotation and quality, and serve the harmonious development of value shaping, knowledge growth, and ability cultivation of students pragmatically.

Ideology and politics. Education for students by teachers of professional courses also permeates the words and actions of a day's life. Tao Xingzhi, a famous educator and thinker in China, pointed out that "life is education." Teachers' educational beliefs, words and behaviors, personality traits, and teaching styles all influence students' physical and mental development subtly all the time. For example, if a teacher requires students to be prepared 10 minutes in advance for classroom discipline and to prepare textbooks, workbooks, notebooks, and other learning aids to achieve the "three classrooms," the teacher must first prepare multimedia equipment, teaching books, and syllabus, lesson plans, lesson plans and other teaching documents 10 minutes in advance. If a

teacher requires students to raise their sense of ownership, to take the initiative in learning, to improve their learning ability and innovation, they should first respect the different ideas of different students, maintain a "dialogue" with students, learn for life, keep up with the times, and innovate!

(7) Establishing a high quality curriculum ideology and politics teachers' team

The core element that can effectively promote curriculum ideology and politics lies in the comprehensive quality, ideology, and political consciousness of professional course teachers. Teachers of professional courses are the main body directly responsible for implementing curriculum ideology and political reform, and their political consciousness, ideological quality, moral level, and overall concept directly affect the quality of curriculum ideology and political construction. To establish a high-quality curriculum ideology and politics teachers' team, we can rely on the following paths: first, professional course teachers should establish a correct concept of curriculum ideology and politics and should fully understand that "curriculum ideology and politics is an important carrier to enhance the ideology, connotation, meaning, humanism and value of professional courses." At the same time, teachers of professional courses should also enhance their inner responsibility consciousness, correctly deal with the relationship between curriculum ideology and politics and ideology and politics curriculum, play the role of the main channel of classroom teaching, "moralizing and educating people," in the real sense of planting a suitable "field of responsibility."

The second is to build a collaborative education mechanism. Teachers of ECE courses



often need more ideological and political theoretical knowledge. In addition, they often need clarification about how to integrate ideological and political theoretical knowledge into the teaching of professional courses to realize the purpose of educating people. Therefore, teachers of ECE courses should establish a collaborative education mechanism with teachers of ideological and political science to play a complementary role and improve the quality of talent training in all aspects. For example, teachers of ECE courses should prepare lessons together with teachers of ideology and politics curriculum and discuss practical ways to build ideology and politics in the curriculum. Ideology and politics teachers should pass the "soul" of ideological and political education to ECE teachers, help ECE teachers understand the core interests of Marxist theory, Mao Zedong Thought, socialist core values, and other important ideas, and participate in the design of curriculum standards, lesson plans, teaching plans and other teaching documents required for the ideological and political reform of ECE courses. The teachers of the ECE courses have been involved in designing the curriculum standards, lesson plans, lesson plans, and other teaching materials required for the ECE curriculum reform. The teachers of ECE courses should, based on discussions and exchanges with the teachers of ideology and politics curriculums, deeply refine the ideological and political nurturing values hidden in the courses, honestly play the role of ideological leadership of the courses, and promote students' self-development and improvement in a subtle and positive environment!

Finally, teachers of ECE should enhance the initiative of learning curriculum ideology

and politics and consciously participate in diversified training of curriculum ideology and politics. On the one hand, they should strengthen the training of curriculum ideology and politics teachers to improve their teaching ability, enhance the initiative of curriculum ideology and politics construction, and take the construction of curriculum ideology and politics as an essential carrier to improve the comprehensive literacy of themselves as well as students. On the other hand, they should often observe the "golden course" and "model course" of curriculum ideology and politics and study their valuable experience to provide resources for constructing curriculum ideology and politics for ECE majors. At the same time, schools should also deepen the integration of school-enterprise "production, learning and research," establish targeted cooperation mechanisms with enterprises, and guide enterprises to provide unique training for schools in the construction of curriculum ideology and politics regularly. As pointed out in the Opinions on Deepening the Integration of Industry and Education, enterprises are encouraged and supported to participate in vocational colleges' teaching reform actively and deepen the formulation of talent training programs, the development of teaching materials, and the setting of curricula in various ways.

(8) Effective combination of implicit education of curriculum ideology and politics and explicit education of ideology and politics curriculum

Only by effectively combining implicit education and explicit education can students realize more clearly the connection between the prosperity and development of the country, the great rejuvenation of the Chinese nation,



and the cause of early childhood education. Therefore, in reforming the early childhood education curriculum ideology and politics, we should always insist on the effective combination of ideology and politics curriculum explicit education and curriculum ideology and politics implicit education. The reform of curriculum ideology and politics should strengthen values education and ideological leadership, guide students to integrate professional knowledge closely, skills learning, early childhood education career development, and national development, and promote students' comprehensive understanding of the connection between self-growth, early childhood cultivation, and national progress. Teachers of ECE majors should take the initiative to strengthen communication with teachers of ideology and politics and actively establish a standard collective lesson preparation and teaching and research mechanism to facilitate the complementary and joint development of implicit and explicit education. Through the effective combination of the curriculum's explicit and implicit education, the cultural and implicit nature of the ECE curriculum is consciously manifested, and the curriculum's contemporary, nurturing, and open nature is brought into play. The construction of the ECE curriculum is based on the construction of a considerable thinking and political pattern and the promotion of the reform of the professional curriculum model, objectives, and content as the fundamental starting and ending point, which leads to the effective combination of value identity, ideological consciousness, political identity, national sentiment, and the knowledge and skills of the ECE professional curriculum, and achieves the "common development and

progress" of implicit and explicit education. "The students will be able to develop and progress together.

Teachers of ECE majors should take moral education as the fundamental starting and ending point, take into account the characteristics and actual situation of each major, consider the students' learning conditions, and deeply explore the elements of ideology and politics in the major courses to guide students to learn to behave in the major courses and make them understand the truth of "becoming a man before being a man." First of all, according to the background of the era of ideology and politics education and the law of students' physical and mental development, ECE teachers should solidify ideological and political education contents such as ideals and beliefs, education of socialist core values and education of excellent traditional Chinese culture in the professional training program and syllabus, and organically integrate professional ideals such as patriotism education, responsibility, and craftsmanship into the daily teaching of each course, to unify students' ideology and consciousness and make them form the correct ideology. We also integrate patriotism education, responsibility, craftsmanship, and other professional ideals into the daily teaching of each course to unify students' ideology and ideology and promote the formation of correct world view, values, and life views. Secondly, in the teaching process of professional courses, we should thoroughly investigate the ideological values and physical and mental development characteristics of students, design teaching content standing at the level with students, flexibly adopt diversified teaching methods, stimulate students' learning and forward life path, and

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prompt students to realize the resonance of emotional attitude and values. Finally, teachers should be based on different teaching content, specific analysis of specific situations, and ideological and political education to implement the implementation of deep and detailed formation of education and the effect of the curriculum of the significant ideological and political teaching program.

V. Conclusion

Curriculum ideology and political construction in early childhood education is an inevitable requirement for the curriculum and teaching reform of early childhood education and a key initiative for the development of ideological and political education in the new era, which is conducive to improving the moral quality of future early childhood teachers and providing a practical path for cultivating qualified future builders and successors of socialism with Chinese characteristics in China. The construction of the early childhood education curriculum is based on the fundamental starting point of "establishing morality," "cultivating people," and "forging the soul," and the ideological and political education is carried out throughout the whole process of education and teaching, to achieve a new pattern of three-wide education. The two complement each other, promote each other and complement each other to achieve the educational goal of collaborative education. Through the comprehensive implementation of the integrated management of curriculum ideology and politics, organic integration of thinking and politics elements and professional courses, effective formulation of curriculum ideology and politics education objectives, careful design of teaching content, the adoption of rich teaching methods, the use of

diversified evaluation methods, the construction of a scientific curriculum ideology and politics teaching system group, the establishment of high-quality curriculum thinking and politics teachers, effective combination of implicit education and explicit education can significantly improve the quality of talent cultivation of ECE majors.

The construction of early childhood education courses is still in the exploration stage, and there are many dilemmas in the construction process. Nevertheless, we expect to show the direction for future early childhood educators, put forward the path of improving the construction of curriculum ideology and politics, and further improve the quality of talent training to serve better the overall development of students' moral, intellectual, physical, aesthetic and social development.

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