



The Practice of Ideological and Political Teaching Reform in Preschool Education Courses in Higher Education Colleges: A Case Study of "Kindergarten Curriculum and Teaching Theory"

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Abstract: "Kindergarten Curriculum and Teaching Theory" is the core course of preschool education in colleges and universities, which has the characteristics of theory, practice, foundation and comprehensiveness. In the context of ideological and political curriculum in colleges and universities, "Kindergarten Curriculum and Teaching Theory" strengthens the application of ideological and political courses by determining educational goals around "student-oriented", excavating ideological and political elements to enrich the curriculum content, and adopting a variety of measures to strengthen the application of ideological and political courses, so as to realize the organic integration of professional courses and ideological and political courses, which can not only improve the depth of education in preschool education professional courses, but also improve the professionalism of preschool students and promote the professional development of teachers.

Keywords: curriculum ideology and politics; kindergarten curriculum and pedagogy; Teaching reform

1 INTRODUCTION

In June 2020, the Ministry of Education issued the "Guiding Outline for the Ideological and Political Construction of Curriculum in Colleges and Universities", emphasizing that "comprehensively promoting the ideological and political construction of the curriculum is a strategic measure to implement the fundamental task of cultivating morality and cultivating people..... It is necessary to firmly grasp the 'main force' of the teaching team, the 'main battlefield' of curriculum construction, and the 'main channel' of classroom teaching, so that all colleges and universities, all teachers, and all courses can assume the responsibility of educating people, guard a section of the canal, plant a good field of responsibility, and make all kinds of courses and ideological and political courses in the same direction." [1] In August 2022, the Ministry of Education and other ten departments issued the "Work Plan for Comprehensively Promoting the Construction of "Great Ideological and Political Courses", which clearly proposed "reform and innovation of main channel teaching", and put

forward specific reform measures from the aspects of "expanding classroom teaching content", "innovating classroom teaching methods", and "optimizing the teaching evaluation system" [2]. In January 2025, the Central Committee of the Communist Party of China and the State Council issued the "Outline of the Plan for Building an Educational Power (2024-2035)", which further pointed out that through ideological and political education, a new pattern of moral cultivation will be shaped. [3] "Kindergarten Curriculum and Teaching Theory" is a compulsory professional core course for preschool education students in colleges and universities, and exploring the ideological and political elements contained in this course is not only conducive to the mastery of students' professional knowledge, but also can effectively improve students' morality and realize the fundamental task of "cultivating morality and cultivating people".

2 THE VALUE OF IDEOLOGICAL AND POLITICAL TEACHING REFORM IN THE



CURRICULUM OF "KINDERGARTEN CURRICULUM AND TEACHING THEORY"

"Kindergarten Curriculum and Teaching Theory" is the further deepening of the curriculum fields of "preschool pedagogy", "preschool child care" and "preschool child psychology", and is also the basis of teaching methods in five major fields such as "preschool children's health education", "preschool children's language education" and "preschool children's social education". This course is highly theoretical, closely related to the development of kindergarten-based curriculum and characteristic curriculum, and has the characteristics of theory, practice, foundation and comprehensiveness. In the context of ideological and political curriculum in colleges and universities, it is of great value to explore the ideological and political elements of "kindergarten curriculum and pedagogy" and realize the organic integration of professional courses and ideological and political courses.

2.1 OPTIMIZE THE TEACHING CONTENT OF THE CURRICULUM AND IMPROVE THE DEPTH OF EDUCATION IN THE SUBJECT CURRICULUM OF PRESCHOOL EDUCATION

In the social cognition, many people have misunderstandings about preschool teachers, believing that the job of preschool teachers is nothing more than "watching children" and "being a nanny", only need to have basic care ability, no need for systematic professional knowledge and teaching ability. With the release of the "Professional Standards for Kindergarten Teachers", the "professional identity" of preschool teachers has been established, which requires students in preschool majors to have a certain degree of professionalism. On the one hand, it should be combined with the content of the textbook, dig deep into the ideological and political elements of the course, and guide preschool normal students to deeply realize that early childhood education is not a simple "care", but a professional "education project", and on this basis, a certain subject literacy should be formed. For example, in the "Kindergarten Curriculum Implementation" part, teachers guide students to understand that "games are the basic way to implement kindergarten curriculum", games are not simple "play", kindergarten games always contain a certain educational purpose, preschool teachers need to have child developmental psychology, child care and other subject knowledge when guiding children's games, and also need to have certain observation skills and observation skills; On the other hand, the continuous changes of the times will inevitably bring about changes in the teaching theory and practice of kindergarten curriculum, so the latest early childhood education theory and practice should be organically integrated into the teaching practice of "kindergarten curriculum and pedagogy", so as to transform static knowledge into dynamic and developmental knowledge, and improve the depth of preschool education professional curriculum.

2.2 INHERIT THE SPIRIT OF EDUCATORS AND

IMPROVE THE PROFESSIONALISM OF PRESCHOOL EDUCATION STUDENTS

On September 9, 2023, General Secretary Xi Jinping emphasized in a letter to representatives of outstanding teachers across the country that "vigorously promote education."

The spirit of family education". "The spirit of educator is the value, emotional traits, and ethical norms presented by the subject of educational practice in action, which determines the educational cognition and practice dimension of teachers." [4] This connotation is particularly critical in the field of preschool education. Because preschool students will be engaged in the education of children aged 0-6 after graduation, excellent professionalism is the fundamental requirement for their competent positions, and the curriculum is an important carrier for the improvement of the professionalism of normal students. Therefore, the reform of curriculum ideological and political teaching in the core course of preschool education "Kindergarten Curriculum and Teaching Theory" is conducive to inheriting the spirit of educators and improving the professionalism of normal students. For example, when learning the "classic kindergarten curriculum plan", Tao Xingzhi's "life education", Chen Heqin's "living education", Zhang Xuemen's "behavioral education", etc., are integrated to guide preschool students to understand the spiritual core of senior educators taking root in education and dedicating themselves to preschool education; When discussing the teaching practice of kindergarten curriculum, combined with the deeds of contemporary outstanding kindergarten teachers who adhere to the original intention of education and innovate teaching methods, it stimulates the persistent pursuit of education by normal students. This kind of spiritual infiltration not only allows students to clarify the original intention of "why to teach" in their understanding, but also takes the initiative to temper the professional ability of "how to teach well" in curriculum design, establishes the educational concept of "child-oriented" in simulated teaching, and strengthens the professional consciousness of "lifelong learning" in case discussions. In the end, the growth leap from "normal student" to "educator preschool teacher" is not only the sublimation of personal professionalism, but also the inheritance and development of the spirit of educator in the field of preschool education in the new era.

2.3 STRENGTHEN THE IDEOLOGICAL AND POLITICAL AWARENESS OF PROFESSIONAL COURSES AND PROMOTE THE PROFESSIONAL DEVELOPMENT OF TEACHERS

In December 2017, the Party Group of the Ministry of Education of the Communist Party of China issued the "Implementation Outline of the Project for Improving the Quality of Ideological and Political Work in Colleges and Universities" (hereinafter referred to as the "Outline"), which emphasized that "vigorously promote the reform of classroom teaching with the goal of 'curriculum ideological and political', sort out the ideological and political education elements contained in each professional



course and the ideological and political education functions it carries, integrate it into all aspects of classroom teaching, and realize the organic unity of ideological and political education and knowledge system education". [5] The introduction of this policy has injected new connotations into the teaching of professional courses in colleges and universities, requiring teachers of professional courses to have curriculum ideological and political awareness, and "firmly establish the political ideology of 'for whom to cultivate people' and the professional thinking of 'how to cultivate people'". [6] Therefore, in the education practice of "kindergarten curriculum and teaching theory", teachers not only need solid professional knowledge, but also need to take the initiative to dabble in the fields of ideological and political theory, party history and national conditions, industry ethics and other fields, and can integrate their ideological and political elements into the teaching of professional courses through the "moisturizing and silent" education method, so that they can become educators with more comprehensive ability and educational feelings in the process of realizing the unity of "teaching" and "education". For example, in the "Kindergarten Curriculum Objectives" section, in addition to paying attention to the connotation of kindergarten curriculum objectives, the structure and level of kindergarten curriculum objectives, and the basis for the formulation of kindergarten curriculum objectives, in addition to professional knowledge such as Teachers should also strengthen the importance of children's moral cultivation in the kindergarten curriculum objectives based on the fundamental task of "cultivating morality and cultivating people", so that students can understand that the determination of curriculum goals should not only consider the cognitive and ability development of children, but also shoulder the responsibility of cultivating children's "adults", which is the specific embodiment of "what kind of people to cultivate" in the field of preschool education.

3 IDEOLOGICAL AND POLITICAL TEACHING REFORM IDEAS OF THE "KINDERGARTEN CURRICULUM AND TEACHING THEORY" CURRICULUM

"Professional concept and teacher ethics, professional knowledge, and professional ability" [7] are the three dimensions of professional standards for preschool teachers. Based on this, in the teaching of preschool education courses, it is necessary to pay attention not only to the acquisition of students' knowledge and the improvement of their abilities, but also to pay attention to the value and leading role of curriculum ideology and politics in meeting students' professional attitudes, professional ethics and professional ideals. According to this idea, this paper takes "kindergarten curriculum and teaching theory" as the carrier, and reflects the guidance of ideological and political values from the aspects of setting educational goals, excavating ideological and political elements, and ideological and political application of the curriculum, so as to realize the organic integration of students' whole-process knowledge learning and ideological and political education.

3.1 "STUDENT-ORIENTED" DETERMINES THE CURRICULUM EDUCATION GOALS

Effective teaching often has effective teaching goals, and the realization of effective teaching goals must be "student-oriented". [8] As the core curriculum for cultivating future preschool teachers, the educational goals of the curriculum ideological and political teaching reform must be firmly rooted in the concept of "life-oriented", and the students' growth needs, career development and educational mission must be closely integrated to form a curriculum objective system including value cultivation, subject literacy, and comprehensive education.

1. Value cultivation

First, patriotism. In the "Kindergarten Curriculum and Teaching Theory", by introducing the political and economic foundations of the kindergarten curriculum, students can realize that with the continuous improvement of China's political system and the continuous development of the economy, the kindergarten curriculum resources have been continuously enriched, and the quality of early childhood education has been greatly improved, which stimulates students' pride as Chinese. Focusing on the curriculum of famous patriotic educators Chen Heqin, Zhang Xuemen, Tao Xingzhi, etc., stimulate students' patriotic feelings.

Second, teamwork. In today's society, teamwork has become an essential way of working. Teamwork not only promotes students' personal development, but also fosters students' innovation ability and sense of social responsibility. In "Kindergarten Curriculum and Teaching Theory", each topic will be carried out in the form of group discussion, and after each topic is studied, students will be allowed to consolidate the knowledge they have learned in the form of group cooperation to make mind maps, cultivate students' sense of cooperation, and improve teamwork ability.

Third, cultural self-confidence. The curriculum is the carrier of cultural inheritance, and the two-way construction between the curriculum and culture is constructed. As a subject specializing in kindergarten curriculum and teaching, "Kindergarten Curriculum and Teaching Theory" must include the inheritance of China's excellent traditional culture. For example, the introduction of "Anji Game" in the "Kindergarten Curriculum Implementation Approach" section is conducive to guiding students to feel the breadth and depth of traditional Chinese culture and establish cultural self-confidence.

Fourth, standardize coaching. The political system of a country determines the purpose, nature and content of education. "Kindergarten Curriculum and Teaching Theory" closely focuses on policy documents such as the "Kindergarten Education Guidelines (Trial)", "Guidelines for Learning and Development of Children Aged 3-6 (Trial)", and "Guiding Opinions on Vigorously Promoting the Scientific Connection between Kindergartens and Primary Schools" (including the "Guiding Points of Kindergarten Preparation Education" and "Guiding Points for Primary School Admission Adaptation") to guide students to establish a scientific view of children, education, teachers and the concept of standardized teaching.



Fifth, professional ethics. The ultimate purpose of curriculum ideology and politics is to "cultivate people with morality", and "virtue" is the starting point and end of curriculum ideology and politics. "Kindergarten Curriculum and Teaching Theory" focuses on the educational concept of "student-oriented" and emphasizes care and respect for students. Pay attention to using cases to deeply guide students to understand the connotation of teachers' professional ethics and the requirements of professional norms, and cultivate prospective preschool teachers with professional ethics.

2. Subject literacy

First, master some basic theories of kindergarten curriculum, as well as some classic kindergarten curriculum schemes at home and abroad, understand the characteristics and structure of kindergarten curriculum, types and characteristics of kindergarten curriculum models, and initially grasp the types, advantages and disadvantages of kindergarten education activity design and implementation.

Second, on the basis of mastering the theory of kindergarten curriculum, learn to select and organize appropriate kindergarten curriculum content, design and implement early childhood education activities, and be able to evaluate kindergarten curriculum concepts, kindergarten curriculum objectives, kindergarten curriculum content, kindergarten curriculum evaluation plan, kindergarten curriculum implementation process, etc.

Third, be able to actively collect and analyze information on preschool education practice, understand the main theories and latest research results of early childhood development, and learn to use critical thinking to pay attention to and analyze changes in early childhood education.

3. Comprehensive education

"China's Education Modernization 2035" emphasizes that education should pay attention to the all-round development of people and pay attention to the comprehensive educational function of education.

3.2 DIG DEEP INTO IDEOLOGICAL AND POLITICAL ELEMENTS AND ENRICH THE COURSE CONTENT

As a professional basic course of preschool education, "Kindergarten Curriculum and Teaching Theory" mainly includes kindergarten curriculum overview, theoretical basis of kindergarten curriculum, kindergarten curriculum development mode and design orientation, kindergarten curriculum objectives, kindergarten curriculum content, kindergarten curriculum implementation, kindergarten curriculum evaluation, classic kindergarten curriculum plan, etc. Based on the concept of "curriculum ideology and politics", the ideological and political elements of the course are deeply excavated and analyzed, and the corresponding educational themes are formed around each topic of "student-oriented" to achieve the goal of curriculum education (see Table 1).

TABLE 1 IDEOLOGICAL AND POLITICAL ELEMENTS OF "KINDERGARTEN CURRICULUM AND TEACHING THEORY"

Topics	Ideological and political mapping and integration points	Educational theme
Topic 1 Overview of the kindergarten curriculum	Introducing "It Looks Beautiful", we can experience and analyze the teachers' views on children, education and curriculum in the film.	The scientific view of curriculum, children and education
Topic 2 Theoretical basis of kindergarten curriculum	Introduce Anji games to analyze the impact of China's excellent traditional culture on the kindergarten curriculum and build cultural self-confidence.	Scientific view of children, social responsibility and patriotism
Topic 3 Kindergarten curriculum development mode and design orientation	Introduce excellent kindergarten curriculum development cases to improve students' problem-solving ability and thinking ability.	problem-solving ability and learning to reflect
Topic 4 Kindergarten curriculum objectives	Introduce the "Outline" and "Guidelines" to develop students' independent learning ability and team awareness.	independent learning ability, teamwork awareness, and



		standardized teaching
Topic 5 Kindergarten curriculum content	The introduction of national preschool education-related policy documents such as the "Guidelines for the Learning and Development of Children Aged 3-6 (Trial)" and the "Guiding Opinions on Vigorously Promoting the Scientific Connection between Kindergarten and Primary School" runs through the entire learning process, guiding students to develop the habit of standardized teaching, and improving students' independent learning ability and teamwork awareness.	Standardize teaching, independent learning ability, and teamwork awareness
Topic 6 Kindergarten curriculum organization and implementation	Introduce excellent kindergarten curriculum implementation cases to guide students to experience the scientific view of children, education and good professional ethics in the cases.	Scientific view of children, professionalism, and cultural self-confidence
Topic 7 Kindergarten curriculum evaluation	Introduce the relevant content of the policy document "Guidelines for the Quality Assessment of Kindergarten Childcare Education".	Respect children, love children, and good professional ethics
Topic 8 Classic kindergarten curriculum plan	Fifth, the activity curriculum and behavioral curriculum are organically integrated into the excellent traditional Chinese culture education and patriotic education.	Love the motherland, cultural self-confidence, and responsibility

3.3 MULTIPLE MEASURES TO STRENGTHEN THE IDEOLOGICAL AND POLITICAL APPLICATION OF THE CURRICULUM

"Kindergarten Curriculum and Teaching Theory" is a highly theoretical course, in order to ensure that students have good ideological and political literacy while learning professional knowledge and improving professional ability. On the basis of digging deep into the ideological and political elements of the course content, the course has taken a number of measures to strengthen the ideological and political application of the course.

First of all, change the traditional single teaching method, and comprehensively use methods such as lectures, group discussions, and case analysis.

Create a situation of "teacher-led, student-oriented" in the classroom, and promote the all-round development of students' knowledge, emotion, intention and action. Teachers' teaching of basic knowledge is conducive to helping students comprehensively, deeply and quickly grasp relevant teaching knowledge. Group discussions are conducive to cultivating students' sense of teamwork and improving students' cooperation ability. Case teaching creates corresponding teaching scenarios to guide students to improve their problem-solving skills in the process of analyzing cases and stimulate students' professional ethics. For example, the topic "Kindergarten Curriculum Organization and Implementation" involves the design of theme activities, teachers can choose a kindergarten "garbage classification" theme teaching case, which not only imparts classification knowledge, but also cultivates children's environmental awareness and social responsibility. When analyzing cases, students will take the initiative to think about "how to integrate value cultivation into daily teaching" to subtly enhance their sense of professional mission.

Secondly, the "three learning" model of "independent learning before class, interactive learning during class, and extended learning after class" is constructed to strengthen the dominant position of students in the teaching process. Before class, teachers arrange self-learning tasks related to teaching content through a combination of "online + offline" to improve students' independent learning ability. For example, for the "kindergarten regional activity design", the method of "situation simulation + student mutual evaluation + teacher comments" can be adopted, students play the role of teachers and children in groups, simulate interactive scenes in the "construction area", "art area", "performance area" and other interactive scenes, other students evaluate each other from the perspectives of "whether to take into account the development of children's personality" and "whether to infiltrate the sense of cooperation", and teachers from the guiding principle of kindergarten regional activities "indirect guidance is the mainstay, direct guidance is supplemented" [9], and the guidance method of regional activities is "with the help of materials and oneself" [10].

Finally, the multi-evaluation method is used to realize the unity of "process" and "result", so as to achieve the participation of all staff, diverse methods and contents, and achieve the



fundamental purpose of "educating people and educating the mind" through "promoting learning through evaluation" and "promoting teaching through evaluation". The evaluation subjects include teachers, students' mutual evaluation and self-evaluation, kindergarten teacher evaluation, etc. The evaluation content includes professional knowledge mastery (such as the scientific design of the curriculum plan, the rationality of the curriculum evaluation, etc.) and the ideological and political performance (such as the team consciousness in group cooperation, the professional values reflected in the case analysis, etc.); The evaluation method is: 60% of the final written test + 40% of the process assessment, of which the final written test focuses on the understanding and application of students' knowledge of important and difficult points according to the teaching objectives of the course, and can reflect students' ability to analyze problems and apply knowledge. This diversified evaluation makes students realize that professional growth is not only skill improvement, but also the cultivation of morality and feelings, so as to take the initiative to internalize the goal of "educating people" as their own pursuit.

4 "KINDERGARTEN CURRICULUM AND TEACHING THEORY" CURRICULUM IDEOLOGICAL AND POLITICAL TEACHING REFORM DESIGN AND IMPLEMENTATION CASES

Take the "scope of kindergarten curriculum content" as an example to design curriculum ideological and political teaching. "The scope of kindergarten curriculum content" belongs to the first section of the fifth topic "Kindergarten curriculum content", which helps students understand the problems of "what to teach" and "what to learn" in kindergarten, and lays the foundation for the subsequent "principles of kindergarten curriculum content selection". The teaching focus of this section is "mastering and understanding the concept and scope of kindergarten curriculum content", and the difficulty is "how to choose the appropriate kindergarten curriculum content in kindergarten curriculum practice". Therefore, the teaching activities in this section mainly focus on the policy documents related to kindergartens, based on the interpretation of relevant policy documents, and combine the existing relevant knowledge to understand the scope of kindergarten curriculum content. The specific teaching process is as follows:

4.1 POLICY DOCUMENTS RELATED TO PRE-CLASS INDEPENDENT LEARNING CLARIFY THE ISSUE OF "TEACHING AND LEARNING" IN KINDERGARTENS

"Independent learning ability is an important part of students' core literacy, and it is also a key factor affecting college students' learning and academic achievement, and independent learning ability also lays the necessary psychological foundation for college students' lifelong learning." [11] In order to cultivate students' independent learning ability, pre-class teachers issue

learning tasks in Learning Pass, requiring students to carefully read the "Guidelines for Learning and Development of Children Aged 3-6 (Trial)" and "Guiding Opinions on Vigorously Promoting the Scientific Connection between Kindergarten and Primary School" (including "Guiding Points for Kindergarten Preparation Education" and "Guiding Points for Primary School Admission Adaptation"), clarifying the issue of "teaching and learning" in kindergartens, and making "what to teach" and "what kindergartens should teach" and "What to learn". Through pre-class learning, students can have a basic understanding of the content of the kindergarten curriculum and improve students' thinking ability and independent learning ability.

4.2 A VARIETY OF TEACHING METHODS ARE USED IN THE LESSON TO DEEPEN THE UNDERSTANDING OF THE CONCEPT AND SCOPE OF KINDERGARTEN CURRICULUM CONTENT

In order to achieve the course goals, the course is mainly divided into three parts: introduction, development and summary. First of all, to the young

The case of "primary school" of children's education is introduced into teaching. The "primary school" of early childhood education is a long-standing problem of preschool education in China, and its prominent manifestation is that the content of the primary school curriculum is taught in kindergarten in advance, resulting in "planting other people's land and barren their own fields". Secondly, the curriculum development part involves two knowledge points: "the concept of kindergarten curriculum content" and "the scope of kindergarten curriculum content". For the first knowledge point, it is mainly carried out by asking questions (such as talking about how do you understand the course content according to the three definition tendencies of the course concept? Guiding students to develop on the basis of recalling existing knowledge and experience is conducive to guiding students to establish a connection between old and new knowledge, and to facilitate students' understanding of the knowledge point.

On the basis of students' grasp of the concept of the kindergarten curriculum content, through the students sharing the mind maps of "what to teach" and "what to learn" in kindergarten made before class, the scope of the kindergarten curriculum content (basic knowledge that is conducive to children's development; basic behaviors that contribute to children's development; basic attitudes that contribute to early childhood development), and guide the student group to discuss "What knowledge does the basic knowledge that contributes to early childhood development include?" What are the basic behaviors that contribute to children's development? What are the basic attitudes that contribute to children's development? In this way, students can stimulate their sense of teamwork and be able to actively think and solve problems. According to the students' answers, the teacher explains the course content to further deepen the students' understanding and mastery of this part of the knowledge. At the same time, this part will also guide students to apply the knowledge they have learned to practice,



improve students' problem-solving ability, guide students to respect the laws of children's development, and establish a correct view of curriculum content, children and teachers.

Finally, the class summary. This part summarizes the excellent kindergarten curriculum content related to Zunyi's red culture to expand students' understanding of the integration of local culture into the kindergarten curriculum content.

4.3 AFTER CLASS, THE METHOD OF "ARTICLE READING + INVESTIGATION AND RESEARCH" IS ADOPTED TO IMPROVE STUDENTS' ABILITY TO TRANSFER AND APPLY

Article reading: With the help of authoritative databases such as CNKI, Wanfang, and VIP, search for relevant documents on "Integrating Traditional Chinese Culture into Kindergarten Curriculum Content" and study them in depth. In the process of studying, it is necessary to analyze the content of the article in combination with the "scope of kindergarten curriculum content" learned in this lesson and form your own opinions.

Investigation and research: Carry out practical research in small groups, focusing on the current situation of kindergarten curriculum content in Zunyi. Through in-depth interviews with kindergarten principals and front-line teachers, and systematically analyzing the implementation plan of kindergarten curriculum, we can fully grasp the actual situation of local kindergarten curriculum content selection. On this basis, the existing problems are accurately studied and judged, and practical improvement strategies are proposed.

The reform of ideological and political teaching in the "Kindergarten Curriculum and Teaching Theory" curriculum of preschool education in higher education colleges and universities is a systematic and long-term project. By deeply integrating ideological and political elements with professional teaching, more excellent preschool teachers with solid professional ability, noble moral sentiments and firm ideals and beliefs can be cultivated. In the future, we should continue to explore effective paths for reform, so that curriculum ideology and politics can play a greater role in the curriculum of "Kindergarten Curriculum and Teaching Theory" to promote the high-quality development of preschool education.

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