



Research on the Cultivation Path of Life Education Literacy of Pre-Service Preschool Teachers

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Abstract: Life education literacy is a necessary professional ability for preschool teachers in the process of implementing life education. Its improvement is not only related to the career development and ability growth of preschool teachers, but also directly affects the overall development level of children. However, at present, there are still problems such as insufficient attention and limited support for life education literacy of pre-service preschool teachers. Therefore, it is necessary to focus on the core concept of "life", pay attention to the life status and quality of preservice preschool teachers, strengthen life experience, and support their independent development, so as to effectively and comprehensively improve the life education literacy of preservice preschool teachers.

Keywords: teacher literacy; life education literacy; Teacher professional development

1 INTRODUCTION

As the direct implementer of children's life education, the life education literacy of preschool teachers is not only the key to ensuring the effective implementation of life education, but also plays a key role in promoting the all-round development of children. Since 2010, the state has included life education as an important part of educational development, and the "Learning and Development Guide for Children aged 3-6" also proposes to pay attention to children's physical and mental growth in an all-round way in educational practice. However, despite the promotion of education policy

Life education has gradually developed in the field of early childhood education, but there are still obvious deficiencies in life education literacy among pre-service preschool teachers in China, and this problem needs to be solved urgently. High-quality preschool education not only requires preschool teachers to have extensive basic knowledge of life education disciplines and rational educational attitudes, but also requires them to have solid educational practice ability and be able to organize and implement various early childhood life education activities. The lack of life education literacy of preschool teachers will not only affect the professional growth of teachers, but may also have a negative impact on the growth of children. Therefore, it is of great significance to conduct an in-depth analysis of the cultivation of life education literacy of preschool teachers and find out the improvement path to improve the quality of preschool teachers and promote the development of preschool education.

2 THE CONNOTATION OF LIFE EDUCATION LITERACY FOR PRE-SERVICE KINDERGARTEN TEACHERS

Life education is a life-centered educational activity that aims to help students understand, respect, and cherish life, and at the same time stimulate their motivation to pursue the meaning of life, thereby promoting their all-round physical and mental development. In September 2016, the Ministry of Education promulgated the "Core Competencies of Chinese Student Development", which listed "healthy life" as one of the six core competencies, which emphasized cherishing life and sound personality. As a student majoring in preschool education, pre-service preschool teachers need to have good life education literacy, including correct life concepts, positive life awareness, and healthy life status. At the same time, the "Kindergarten Education Guidelines (Trial)" clearly states that the primary task of kindergarten education is to lay the foundation for the all-round development of children, and ensuring the safety of children's lives is the top priority in the basic work. Early childhood is the basic stage of life, so it is particularly important to integrate life education into the whole process of early childhood education. Life education literacy refers to the knowledge, ability and attitude possessed by preschool teachers in educational practice, which can effectively maintain children's natural life, stimulate children's life awareness, and help them learn to preserve their own lives. This literacy includes three aspects: life education knowledge, life education



spirit and life education behavior[1] Among them, the theoretical knowledge of life education is the foundation, the internal concept of life and the value of life are the core, and the implementation and application of life education is the manifestation of external behavior. Life education knowledge not only involves the basic understanding of life education, but also includes the relevant content of teaching implementation in actual scenarios. It includes many aspects such as life construction knowledge, life consciousness knowledge and viability knowledge; The spirit of life education is mainly reflected in teachers' recognition of the value of life, which is embodied in the spiritual quality shown in the face of self, children, others, nature and society. The behavior of life education is to cultivate teachers' positive attitude towards life, continuous enthusiasm for learning, self-reflection and innovation ability. Under the principle of "child-oriented" education, the effective implementation of life education has a profound impact on the all-round development and personality shaping of children. Therefore, cultivating the life literacy of preschool teachers is an important part of improving the quality of preschool education.

3 THE MAIN FOCUS OF THE CORE LITERACY TRAINING OF PRE-SERVICE PRESCHOOL TEACHERS

The construction of life education literacy for pre-service preschool teachers should take promoting the all-round development of children as the ultimate goal, take lofty professional concepts as the value orientation, and focus on improving the teaching practice ability of life education and the awareness of self-professional growth.

The life education literacy of pre-service preschool teachers should be based on lofty professional concepts. Life education is an educational activity centered on life, focusing on caring for the body, mind and spirit of individuals. The early childhood stage is a critical period for nourishing children's natural life and enlightening their life consciousness, which has a profound impact on children's understanding of life, development of life and the formation of personality[2]. The development of life education literacy of pre-service preschool teachers should be reflected in respecting, caring for and protecting children, nourishing children with the power of life and helping them grow up in an all-round way. In addition, pre-service preschool teachers also need to have noble teacher ethics and style. "Learning as a teacher and being a model" is the basic criterion and value orientation of preschool teachers' educational behavior. Therefore, it is crucial to train preschool teachers to establish a scientific outlook on life, fulfill professional ethics, respect children's personality and guide their healthy growth.

Second, the life education literacy of pre-service preschool teachers should pay attention to their life education teaching practice ability. Different from other fields of education, the implementation of early childhood life education takes life experience as the basic means, and its education object is real individuals. The realization of life education requires

experiencing and perceiving life through interaction in the real natural environment and social environment. Therefore, the cultivation of life education literacy for pre-service preschool teachers not only requires solid knowledge and practical experience in life education, but also needs to be able to effectively create an environment conducive to life education and put life education concepts into practice. Pre-service preschool teachers should continuously enrich their knowledge of life education, improve their educational practice ability, and deeply understand and master the emotions, attitudes, values and other aspects related to children's lives. Only on the basis of emphasizing the cultivation of education and teaching practice ability can pre-service preschool teachers better form the concept of whole-person education, so as to promote the realization of the higher value of children's life education[3].

Third, the life education literacy of pre-service preschool teachers should focus on self-professional growth. Life education not only requires teachers to pay attention to their own and children's life development, but also encourages pre-service preschool teachers to promote the improvement of their professional knowledge, professional ability and professional concepts by focusing on self-reflection and improving teaching effectiveness. Preschool teachers shoulder the important task of promoting the development of preschool education, and cultivating a professional, enterprising and stable teaching team is an inevitable condition for achieving high-quality preschool education. Therefore, self-professional growth is the key content of life education literacy for pre-service preschool teachers. In order to cultivate teachers with the ability to develop life education sustainably, it is necessary to improve the life education literacy of pre-service preschool teachers, including the overall improvement of professional knowledge and professional ability. In addition, pre-service preschool teachers should focus on developing self-directed learning skills, open-mindedness, and cross-cultural educational abilities, which will help them better understand the growth and needs of young children in a diversified educational environment in the future, and then provide more targeted educational support.

4 THE MAIN PROBLEMS IN THE CULTIVATION OF LIFE EDUCATION LITERACY OF PRE-SERVICE PRESCHOOL TEACHERS

Life education aims to help pre-service preschool teachers understand the meaning of the existence and development of life, encourage them to experience and appreciate the diversity of life on the basis of respecting life, and stimulate the vitality of life, so as to promote all-round development. However, the cultivation of life education literacy of pre-service preschool teachers deviates from its essence in some aspects. First of all, in terms of curriculum, there is a deviation in the teaching objectives of life education, and teachers tend to pay too much attention to the teaching of basic knowledge and skills, while ignoring the cultivation of multiple life dimensions such as students' inner emotions, personality needs and learning



motivation, which is contrary to the value pursuit of life education[4]; Secondly, the life education curriculum system of preschool education is not perfect, and there are many deficiencies in the content, structure and implementation of the curriculum. The lack of teaching resources for life education and the disconnect between theory and practice make it difficult for pre-service preschool teachers to effectively transform the knowledge they have learned into practical educational behaviors, and then fail to effectively carry out life education. Third, the organizational form of life education is single and lacks personal experience. At present, life education teaching is mostly based on teachers' lectures, and the teaching process is mechanized, which not only limits the teaching effect of life education, but also makes it difficult to stimulate students' initiative. At the same time, the implementation of life education is usually limited to a closed classroom environment, where teachers impart knowledge and skills in fixed classrooms, while students sit in narrow seats to listen to lectures. Finally, in terms of evaluation system, the evaluation mechanism of life education teaching objectives needs to be improved. The traditional evaluation system mostly focuses on the indoctrination of subject knowledge and the pursuit of educational effect, ignoring the integration and value of life education, and is difficult to fully reflect the true meaning of life education, resulting in the continuous weakening of the educational value of life education.

At present, the problems in the life education and training process of pre-service preschool teachers mainly stem from two reasons.

On the one hand, the cultivation of life education literacy of preschool teachers has not received due attention. As an interdisciplinary educational concept, life education not only involves the knowledge of physiological health, but also includes the cognitive, emotional, ethical and other aspects of life. However, at present, many colleges and universities have not set up special institutions to be responsible for the cultivation of life education literacy of preservice preschool teachers, and often regard life education as an additional or marginalized field of education. In this context, life education is easily assimilated as part of other fields of education, such as confusing life education with ideological and political education or mental health education. Although these two fields also focus on the shaping of individual life quality, they are fundamentally different from the core content of life education. The narrow understanding of "life" has led to the gradual blurring of the status of life education literacy in the training of preschool teachers, deviating from the original meaning of life education, and greatly reducing the cultivation effect of life education literacy[5].

On the other hand, the cultivation of life education literacy by pre-service preschool teachers lacks effective policy support. As the executor of life education, preschool teachers must have a high level of life education literacy to ensure that the fundamental goal of life education is achieved. The 2017 "Preschool Education Professional Accreditation Standards" clearly stated that it is necessary to pay attention to the cultivation of students' core literacy to ensure that they meet the

graduation requirements. Although the "Standards" stipulate that preschool teachers need to have correct teacher ethics, good humanistic quality, solid subject knowledge and practical ability, the cultivation of life education literacy has not been fully reflected[6]. The training objectives of preschool education majors should fully meet the requirements of professional certification, but life education literacy is not included in the talent training program. Due to the lack of policy support and guidance, life education often fails to become the key content of the preschool teacher training system, which in turn affects the substantive improvement of life education literacy.

5 WAYS TO CULTIVATE LIFE EDUCATION LITERACY FOR PRE-SERVICE PRESCHOOL TEACHERS

The cultivation of life education literacy is a gradual process, just as life itself is an evolving journey. As the transmitter of life education knowledge and the guide of children's life, preschool teachers cultivate their life education literacy before employment is the key content of teachers' career development. This means that it is necessary to further clarify the training path, integrate education into life education, and establish a close connection between pre-service preschool teachers, children and life education from the perspective of life education. Therefore, the cultivation of life education literacy of pre-service preschool teachers should closely focus on the core concept of "life", pay attention to the improvement of life status and quality, optimize life experience, and enhance the ability of independent development.

(1) The development of life education literacy of pre-service preschool teachers should always revolve around the core concept of "life"

As a teaching activity, life education is committed to guiding students to deeply understand the inner meaning of life, helping them learn to understand and respect the unique value of life, so as to promote individual growth. Life education emphasizes the core position of life, requiring preschool teachers to have a deep sense of life, be able to correctly understand the meaning and value of life, and be able to effectively convey the concept of life education to children. Therefore, life education should adhere to the educational concept of "people-oriented" and cultivate the core force of future life education by establishing clear educational goals. First of all, it is necessary to clarify the basic concept of life education, highlight the core position of life in education, re-examine early childhood education from the perspective of life, and ensure that comprehensive education is the ultimate goal of life education. Secondly, it is necessary to clarify the primary goal and core value of children's life education. Respecting the life of every child is the basic responsibility of preschool teachers. This means that pre-service preschool teachers not only need to pay attention to children's physical development, but also care about their psychological and emotional needs, be familiar with children's growth laws and patterns, and respect their individual differences. Therefore, life education should be based on the basic concept of "child-



oriented", life-centered education, improve professional knowledge and professional ability, and at the same time help pre-service preschool teachers learn how to better implement life education guided by "education practice".

(2) The development of life education literacy of pre-service preschool teachers should focus on improving the life status and quality of life

A good state of life refers to the physical, psychological and emotional health and balance of preschool teachers, which is manifested in the love of life, positive attitude, and patience, love and patience. At the same time, the noble quality of life is reflected in the ideology, moral level and behavior of preschool teachers, such as the embodiment of values such as respecting life and cherishing life. Life status and quality of life are not only the internal motivation that preschool teachers rely on in the practice of life education, but also the professional norms that help them better perform their duties. They help early childhood teachers implement life education more effectively and create meaningful educational environments. Therefore, pre-service preschool teachers should improve their life status and quality of life from the following aspects. First of all, pre-service preschool teachers should pay attention to the management of their own lives to ensure that they maintain a healthy state. Pre-service preschool teachers should cherish their lives, cultivate a healthy lifestyle, maintain a positive and optimistic attitude, and have good emotional management skills. Secondly, pre-service preschool teachers should have noble moral character and correct life values. The quality of life of preschool teachers has a direct impact on their educational philosophy, so pre-service preschool teachers should respect life and care for others, set an example for children, and be able to guide children to obtain positive support and positive behavior guidance in the process of life education transmission through words and deeds.

(3) The development of life education literacy of pre-service preschool teachers should focus on improving their independent development ability

Every life is unique, so children's needs in life education will also change due to individual differences, cultural backgrounds and family environments. This requires teachers not only to improve their knowledge and skills in life education, but also to constantly explore, reflect and adjust in actual education. The independent development ability of pre-service preschool teachers' life education literacy should focus on the following key aspects. First, cultivate the ability to learn by yourself. High-quality preschool education requires preschool teachers to continuously improve their professionalism. Pre-service preschool teachers should continue to learn the professional knowledge of life education in depth and improve their application ability in practical teaching. In addition, it is necessary to maintain an attitude of lifelong learning and keep up with the latest theoretical and practical achievements in the field of life education, so as to continuously improve the level of education[7]. Second, enhance the ability to self-reflect. Pre-service preschool teachers should learn to conduct regular self-reflection and examine their own educational methods and educational strategies in practice. Only through continuous evaluation of teaching practice, teaching philosophy and early

childhood development can pre-service preschool teachers identify problems and improve them, so as to achieve more effective life education practice. Finally, strengthen the ability of self-innovation. Life education requires teachers to flexibly adjust teaching strategies according to the growth needs of children of different ages and implement the educational concept of "child-oriented". Therefore, pre-service preschool teachers should adopt more creative and agile ways to guide and support children by improving teaching methods, updating educational concepts, and optimizing education and teaching content, so as to promote the deep integration of life education.

(4) The development of life education literacy of pre-service preschool teachers needs to pay attention to life experience

The depth of life experience directly determines whether the life education literacy of preservice preschool teachers can be effectively improved. In the process of life education, students can better understand and understand life, comprehend the value of life, and appreciate the diversity of life through personal experience. Only through this experiential way can pre-service preschool teachers deeply understand the basic principles of life education and effectively translate this understanding into educational practice. Therefore, in the process of improving the life education literacy of pre-service preschool teachers, life experience is particularly important. It emphasizes that life experience is mainly reflected in two aspects. First of all, it is to liberate the body and mind. The educational concept of body-body integration emphasizes the liberation of life education from the traditional and rigid teaching framework, which is not only full of temperature, but also becomes more intuitive and acceptable. Life, as a link between individuals and the world, relies on sensory experiences, body movements, and emotional expressions to enhance the perception of life. Only by returning education to life itself in this way can pre-service preschool teachers better understand life education and improve life education literacy. Secondly, education should return to nature. In the process of life education and training of pre-service preschool teachers, returning education to nature is an important way to enhance life experience. Nature itself is the best teacher of life education, which provides inspiration for preschool teachers through its primitive and pure form and stimulates the true perception of life[8]. Returning education to nature means that education should respect the essence of life and the law of growth. This kind of education method of harmonious coexistence between man and nature can not only provide a more comprehensive and profound life experience, but also further promote the growth and development of children by improving the life education literacy of pre-service preschool teachers.

6 CONCLUSION

Life education literacy is an important part of the professional quality system of pre-service preschool teachers, which is not only related to their own life cognition, educational beliefs and educational ability, but also profoundly affects the implementation quality of early childhood life education and the healthy growth of children. Only by organically unifying life



concepts, life states, independent development and life experience can we truly promote the overall improvement of life education literacy of pre-service preschool teachers and lay a solid foundation for cultivating high-quality preschool teachers with educational feelings, life care and practical wisdom.

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