

# Investigation and Analysis on the Cognition of Ideological and Political Students in the Course of "Social Education for Preschool Children"

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## ABSTRACT

As an important auxiliary means to strengthen and improve the ideological and political education of college students, curriculum ideological and political education has played an important role in achieving the "three comprehensive education" and cultivating the socialist core values of college students. The recognition of curriculum ideological and political education directly affects the quality and effectiveness of curriculum ideological and political construction. To improve the quality and efficiency of the ideological and political education curriculum for preschool children, it is necessary to investigate the awareness of college students towards the ideological and political education curriculum from the aspects of content, methods, functions, needs, etc. Based on the survey results, analyze the existing problems in the ideological and political construction of the curriculum for preschool children's social education, and propose corresponding improvement measures.

**Keywords:** Course ideological and political education, Social education for preschool children, Cognitive status.

## 1. INTRODUCTION

Materialist philosophy indicates that things are interconnected, with connections that are universal, objective, diverse, as well as concrete and conditional. Ideological and political courses and professional courses are two types of courses that are related. The former's ideological and political nature is explicit, while the latter's ideological nature is implicit. However, through human exploration, the ideological and humanistic nature of professional courses is also manifested as explicit. Ideological and political courses and professional courses can achieve the same direction, which has its philosophical basis on the one hand and reflects the role of human will on the other hand. Thought is the precursor of action. Only by having a clear understanding of the purpose, significance, methods, and methods of carrying out curriculum ideological and political education for preschool children, can college students have a stronger sense of participation, integration, and execution of curriculum ideological and political education.

## 2. RESEARCH BACKGROUND AND SIGNIFICANCE

In June 2020, the Ministry of Education issued the "Guiding Outline for the Ideological and Political Construction of Curriculum in Higher Education Institutions", which pointed out that all universities, teachers, and courses should take on the responsibility of educating people, guard a certain channel, and cultivate a good field of responsibility, so that various courses can go hand in hand with ideological and political courses, unify explicit education and implicit education, form a synergistic effect, and build a pattern of all-around education for all staff, Universities should deeply explore the ideological and political education resources contained in various courses and teaching methods. [1] Curriculum ideological and political education is the direction of ideological and political education in universities in the new era, with moral education as its essence, collaborative education as its concept, explicit and implicit integration as its method, scientific innovation as its thinking, and three-dimensional diversity as its

structure. University teachers should focus on optimizing the supply of ideological and political content in the "Preschool Children's Social Education" curriculum, focusing on political identity, national sentiment, cultural literacy, constitutional and legal awareness, and moral cultivation. They should strengthen the overall design of ideological and political courses, continuously enrich and improve ideological and political resources in the curriculum, play the educational role of the curriculum, and comprehensively improve the quality of talent cultivation.

"Social Education for Preschool Children "is one of the teaching methods courses in the field of preschool education. Conducting ideological and political education in this course can further promote college students to improve their ideological and moral literacy on the basis of learning professional theoretical knowledge and skill knowledge, and lay the foundation for promoting students to become good teachers with ideals, beliefs, moral sentiments, solid knowledge, and benevolence [2] To achieve the goal of ideological and political education in courses, it is necessary to first understand the cognitive status of contemporary college students towards the implementation of ideological and political education in professional courses, in order to lay a solid foundation for the implementation of ideological and political education in professional courses. In order to gain a deeper understanding and grasp the ideological and political understanding of college students on the integration of the "Preschool Children's Social Education" professional curriculum into the curriculum, and to carefully listen to their opinions and suggestions on the ideological and political teaching of the curriculum, in order to further improve and improve the quality of teaching and talent cultivation in this course, and promote the enhancement of the humanistic value of this course, this survey is conducted.

### **3. SURVEY OBJECTS AND METHODS**

This survey adopts a self-designed questionnaire and uses the "Questionnaire Star" website for online survey. The survey subjects are 2020 level preschool education major college students from Sichuan University for Nationalities, and all 39 people participated in online answering questions. The survey questionnaire is conducted

anonymously, with a wide sample coverage and authentic and effective data.

The questionnaire survey is divided into four aspects, with a total of 12 questions, mainly involving the content, methods, roles, needs, and other aspects of curriculum ideological and political education. This is to analyze the comprehensive awareness of preschool education major college students towards the curriculum ideological and political education of "preschool children's social education", and propose corresponding countermeasures.

### **4. SURVEY RESULTS AND ANALYSIS**

This survey questionnaire is mainly aimed at undergraduate third year preschool education students who have completed the course of "Social Education for Preschool Children". By using a questionnaire survey tool, we aim to comprehensively understand the ideological and political awareness of preschool education students towards the course "Social Education for Preschool Children". We will conduct a survey and analysis from four aspects: the understanding of the ideological and political content involved in the course learning, the usefulness and role of the ideological and political content in the course, the teaching methods of ideological and political education in the course, and the needs of students who are concerned about ideological and political education in the course. The survey was conducted anonymously, with 39 copies distributed and 39 recovered through questionnaire stars. All data were analyzed using SPSS statistical software for descriptive statistics, with an effective rate of 100%.

#### ***4.1 Cognition of Ideological and Political Content Involved in Course Learning***

The understanding of the ideological and political content involved in the study of the course "Social Education for Preschool Children" mainly includes students' attention to the ideological and political content of the course, the elements of the ideological and political content of the course, their feelings about the infiltration of the course content into the principles of being a person and doing things, the types of ideological and political content of the course, and the proportion of the infiltration of ideological and political content in the course.

#### *4.1.1 Concerning About the Ideological and Political Content of the Course*

According to statistics, 51.28% of college students are more concerned about the ideological and political content of the "Preschool Children's Social Education" course, and 41.03% are very concerned and interested. The first two items indicate that the overall proportion of concerned is 92.31%, while only 7.69% are not very concerned. From this, it can be seen that the vast majority of college students like the ideological and political content of the "Preschool Children's Social Education" course and are willing to learn the ideological and political content of the course.

#### *4.1.2 The Ideological and Political Content of the Courses to Be Followed*

According to survey statistics, among the ideological and political content of the "preschool children's social education" course that college students pay attention to, patriotism ranks first, accounting for 79.49%, Chinese traditional culture ranks second, accounting for 76.92%, socialist core values rank third, accounting for 69.23%, professional related content ranks fourth, accounting for 51.28%, craftsmanship spirit ranks fifth, accounting for 46.15%, and finally others, accounting for 5.13%. These data fully demonstrate that contemporary college students have a high degree of identification with their family, hometown, country, traditional culture, and socialist core values, and have a strong sense of belonging. They are able to learn from the lofty ideals of the ancients of "keeping the family together, governing the country, and leveling the world". The mainstream culture and core values of traditional and modern society have had a significant impact on the minds of contemporary college students.

#### *4.1.3 Perception of the Infiltration of Course Content into the Principles of Being a Person and Doing Things*

From statistics, it can be seen that college students are receptive to discussing the principles of being a person and doing things in combination with the content of the "Social Education for Preschool Children" course, with a proportion of 97.43%. It indicates that college students do not like pure professional knowledge impartation, but rather prefer to combine professional knowledge impartation with the principles of life and work.

They hope that teachers are both classics and benevolent teachers.

#### *4.1.4 Types of Ideological and Political Content in the Course*

The curriculum of "Social Education for Preschool Children" can explore various types of ideological and political content, mainly including national pride, patriotism, traditional Chinese culture, patriotism, heroic deeds, legal awareness, professional literacy, etc. According to the survey results, the top three favorite types of ideological and political courses for contemporary college students are Chinese traditional culture (82.05%), heroic deeds (74.36%), and patriotism (71.79%). Patriotism and national pride are also loved by over 60% of students. This also indicates that the main ideological and political elements of professional courses are the same, but differ in specific integration points.

#### *4.1.5 The Proportion of Infiltration of Ideological and Political Content in the Course*

Curriculum ideological and political education is not about changing the inherent attributes of professional courses, nor transforming professional courses into ideological and political education courses. It is about fully exploring ideological and political elements and integrating them organically into professional teaching. Therefore, the proportion of ideological and political content in professional curriculum teaching is particularly crucial. The survey results show that 64.1% of students believe that the proportion of ideological and political content infiltration in the curriculum is 11% -30%, and less than 20% of college students believe that the proportion of ideological and political content in the curriculum should be less than 10% or 31% -50%. This indicates that the ideological and political content of the course should not be overshadowed or overused in professional course teaching, and should be appropriate.

#### *4.2 Cognition of the Usefulness and Role of Ideological and Political Content in the Curriculum*

How to truly realize the value of ideological and political education in the curriculum? This is the first issue that ideological and political builders of any course must consider clearly. The investigation

of the ideological and political value of the course "Social Education for Preschool Children" mainly involves the usefulness of its content and the degree to which it plays a role.

#### *4.2.1 Cognition of the Usefulness of Ideological and Political Content in the Course*

From the statistical chart, it can be seen that the ideological and political content taught in the "Social Education for Preschool Children" course is considered useful, with 79.49% providing us with positive ideological education guidance, 17.95% believing it is average and listening is okay, and 2.56% believing it is unclear. Overall, the practicality of the ideological and political content taught in the "Social Education for Preschool Children" course is relatively strong, but nearly 20% of college students believe that its usefulness is not very strong, and it may be far from their lives and not something they have experienced before. This indicates that the targeted design of ideological and political content in the course is not yet strong.

#### *4.2.2 Cognition of the Role of Ideological and Political Education in the Curriculum*

From statistics, it can be seen that 87.18% of the students believe that the ideological and political content taught in the "Social Education for Preschool Children" course contributes to the formation of correct three perspectives and the improvement of professional ethics and literacy. 84.62% of the students believe that it helps to cultivate educational sentiments, and 56.41% believe that it helps to cultivate philosophical thinking. This indicates that a correct worldview, values, and outlook on life, as well as professional ethics and qualities in preschool education, as well as educational sentiments, are highly valued by college students as ideological and political functions in the curriculum.

### **4.3 Teaching Methods of Ideological and Political Education in Courses**

The ideological and political education curriculum aims to guide students to establish a correct outlook on life, values, and the world through curriculum teaching, and cultivate students' ideological and moral qualities and sense of social responsibility. To achieve this goal, teachers need

to adopt multiple teaching methods. The following is a survey and analysis of teaching methods.

#### *4.3.1 Teaching Method of Ideological and Political Education in the Course*

The impact of different teaching methods on ideological and political education varies. From the survey, 69.23% of college students agree to intermittently teach ideological and political content based on specific knowledge points or cases in their professional courses, and do not support separating ideological and political content from professional course content or summarizing it in a dragonfly like manner. Although the latter two teaching methods can also see the shadow of curriculum ideological and political education, they are not closely integrated and cannot effectively play the role of curriculum ideological and political education.

#### *4.3.2 Teaching Methods That Have an Impact on Values*

A survey on the teaching methods of ideological and political education in courses that have an impact on college students' values shows that 92.31% of college students believe that the celebrity story case teaching method has the greatest impact on college students' values. Secondly, 56.41% of college students believe that the theoretical knowledge teaching method is better, 53.85% of college students believe that the course discussion method is better, and some college students believe that the comprehensive use of the above three methods in teaching can affect college students' values.

### **4.4 Curriculum ideological and political education focuses on students' needs**

The teacher training professional certification proposes the concept of "student-centered, output oriented, and continuous improvement", requiring all courses to effectively implement this concept, reverse design, and forward construction. Therefore, when carrying out ideological and political construction in the curriculum of "Social Education for Preschool Children", it is also necessary to first pay attention to and understand the needs of students, and then selectively explore and use ideological and political elements. From the survey, it can be seen that socialist ideology, patriotism, morality, social emotions, etc. are the key needs of

college students, and these are also the main goals of the ideological and political curriculum.

## **5. REFLECTIONS ON IMPROVING COLLEGE STUDENTS' IDEOLOGICAL AND POLITICAL UNDERSTANDING OF CURRICULUM**

As professional course teachers in universities, we should integrate ideological and political education into the entire process of education through professional courses, penetrate it into education and teaching, reflect it in daily work, and internalize it into the minds of students.

### ***5.1 Combining Tradition with Modernity, Strengthening the Construction of Ideological and Political Content in Courses***

The course of "Social Education for Preschool Children" places special emphasis on the cultivation and education of good social qualities in young children. Strengthening children's self-awareness, interpersonal communication, social norms, and multicultural education are its main contents, and interpersonal communication and social adaptation are its two major goals. Nurturing oneself first, as future preschool teachers and college students in the new era, we should actively cultivate our own social qualities through curriculum ideological and political education. From a macro perspective, self-consciousness involves the great self-confidence of a nation, such as the Four Great Inventions in ancient China and the "four self-confidence" advocated by modern society; The "benevolence, righteousness, propriety, wisdom, and trust" of ancient society and the modern socialist core values both contain rich ideological and political elements, reflecting the requirements of interpersonal communication and social norms; The glorious history and culture of the Chinese nation, spanning five thousand years, contain rich ideological and political connotations, while revolutionary culture and advanced socialist culture demonstrate strong vitality. Deeply exploring and refining, organizing and collecting these ideological and political materials are an important task in the ideological and political construction of the "Social Education for Preschool Children" curriculum.

### ***5.2 Combining Ideology and Morality, and Utilizing the Guidance of Ideological and Political Values in Curriculum***

Preschool children's social education "is a course that combines common sense, morality, daily life, and humanities. Morality is reflected in its integration of ideological and moral education content, and the social development of children affects their ideological and moral development. Humanity is an important basic connotation of preschool children's social education, and humanistic knowledge is an important aspect of social education content. [3] Therefore, morality and humanism are one of the important characteristics of social education for preschool children. Ideology is the core of humanism. Imparting moral and humanistic knowledge, cultivating humanistic spirit, is actually guiding college students to become a thoughtful and moral person, capable of distinguishing between fake, evil, and ugly, and possessing a healthy personality. This is also the value guide of ideological and political education in the curriculum.

### ***5.3 Integrating Methods and Technologies to Innovate the Teaching Methods of Ideological and Political Education in Courses***

The combination of teaching methods and modern information education technology application is a bridge and link to achieve the unity of ideological and political education and learning in the curriculum of "social education for preschool children". With the rapid development of information technology and the rise of the internet society, the ways in which students acquire knowledge and teachers impart knowledge are undergoing profound changes. This requires professional course teachers to grasp students' ideological characteristics and growth patterns based on course objectives and content, innovate course ideological and political teaching methods, and improve teaching effectiveness. One is to flexibly use teaching methods such as typical cases, classroom discussions, and Q&A based on the requirements of ideological and political education in the course. The second is to use information technology to enrich classroom teaching. The course is highly integrated with information technology, and new media network platforms such as Tiktok, Kwai, WeChat, Wevideo, and Wefilm are used to explain the hot and difficult points in

teaching in a way that college students like to see and hear, so as to enhance the attraction of the course.

#### ***5.4 Combining Ideological and Political Education with Certification, and Strengthening the Design of Ideological and Political Education in Courses***

The concept of ideological and political education in the curriculum is to focus on students, adhere to moral education and collaborative education. As a core professional course for preschool education certification, the "Early Childhood Social Education and Guidance" course must adhere to the certification concept of "student-centered, output oriented, and continuous improvement". These two concepts have some similarities, both centered around students and tasked with cultivating virtue and talent. It is necessary to combine course ideological and political education with professional certification, and organically integrate course ideological and political education into the process of professional certification construction. Secondly, the ideological and political teaching design of the curriculum should be output oriented, uphold problem awareness, scientifically explore and sort out the ideological and political elements contained in the "Early Childhood Social Education and Guidance" curriculum itself, and organically integrate classroom elements. In summary, the design of ideological and political education courses should take students' learning experience and learning effectiveness as the testing criteria.

#### **6. CONCLUSION**

Through this survey, we can draw the following conclusions: firstly, students have varying levels of understanding of the ideological and political aspects of the course "Social Education for Preschool Children", and it is necessary to strengthen the promotion and education of the ideological and political aspects of the course; Secondly, the overall effectiveness of ideological and political education in the course of "Social Education for Preschool Children" is good, but there are still limitations that need to be further optimized in teaching methods and content; Thirdly, students generally hold a positive attitude towards the reform of ideological and political education in the curriculum of "Social Education for Preschool Children", but the direction and content of the

reform need to be closer to practical needs. In short, as an important core professional course, the reform of ideological and political education in preschool children's social education has a significant impact on students' ideological and moral qualities. Through this survey, we have gained a deeper understanding and evaluation of students' understanding and evaluation of the ideological and political aspects of the "Social Education for Preschool Children" course, and have put forward corresponding suggestions to address the issues. We hope that schools and course leaders can attach importance to the teaching reform and improvement of the ideological and political aspects of the course, and provide important course support for achieving the graduation requirements of preschool education majors and talent cultivation goals.

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