

# Research on the Teaching Design of Pre-school Children's Game Course under the Background of Curriculum Ideology and Politics

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**Abstract:** Against the background of current education reform, curriculum ideology and politics have become an important issue in the field of higher education. As an important part of preschool education specialty, the optimization and innovation of the teaching design of preschool children's game courses is of great significance for improving the professional quality of college students and cultivating preschool talents with both morality and ability. This paper aims to explore the teaching design of preschool children's game course in colleges and universities under the background of curriculum ideology and politics, and proposes a series of concrete measures by analyzing the significance, existing problems and improvement strategies of curriculum ideology and politics, to provide references for the curriculum reform of preschool education major in colleges and universities.

**Keywords:** Curriculum thought and politics; Game course for preschool children in colleges and universities; Instructional design

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## 1. The significance of ideological and political development of pre-school children's game courses in colleges and universities

### 1.1. Implement the requirements of the Ministry of Education on ideological and political education in institutions of higher learning

With the release of the "Guidelines of the Ministry of Education on the Construction of Ideological and Political Education in Institutions of Higher Learning," the construction of ideological and political education in institutions of higher learning has become a key link to improve the quality of education and teaching<sup>[1]</sup>. This policy not only provides a new direction for the reform of education and teaching in colleges and universities, but also brings new opportunities for the teaching design of pre-school children's game courses. Integrating ideological and political elements into the game course for preschool children is an important measure to respond to the national policy and cultivate high-quality talents in the new era. In the course design, educators should closely combine ideological and political elements with the course content to organically integrate them together.

For example, when introducing different types of games, they can combine the socialist core values advocated by the state to explain how to cultivate children's patriotic feelings, collective consciousness, integrity and quality through games. At the same time, educators can also guide college students to think about the important role of games in children's moral education by analyzing classic cases of children's games to cultivate their sense of social responsibility and historical mission<sup>[2]</sup>

## **1.2. Promote ideological and political reform of pre-school children's game teaching curriculum**

Since the National College Ideological and Political Work Conference, curriculum ideological and political reform has been a hot topic in the field of higher education. As an important link to train future preschool educators, the ideological and political reform of preschool children's game courses is particularly critical. Ideological and political education can be integrated into the preschool children's game course to guide college students to establish a correct view of education, children's view and values<sup>[3]</sup>. Educators should attach importance to children's comprehensive development, respect each child's differences, and cultivate children's innovative spirit and practical ability. At the same time, by analyzing the influence of games in different cultural backgrounds on children's social development, it can cultivate college students' cultural self-confidence and multi-cultural awareness, and lay a solid foundation for their future educational work<sup>[4]</sup>.

## **1.3. Improve the professional quality of college students, and practice the task of fostering morality and cultivating people**

In the game course for preschool children, college students not only need to master professional knowledge and skills, but also need to possess noble moral character. Through the integration of ideological and political education, cultivate college students' professional quality and professional ethics, so that college students can become pre-school educators with a sense of social responsibility<sup>[5]</sup>. In the process of game design and implementation, college students need to pay attention to the overall development of children, including cognitive, emotional, social and other aspects. Children's self-confidence, independence, cooperation and other qualities can be cultivated through activities such as role-playing and teamwork in games. At the same time, they need to learn to respect children's differences, pay attention to their emotional needs, personalized support and guidance, and other aspects of knowledge, which has a high professional quality and professional ethics requirements for college students, therefore, college students should have a sense of innovation and practical ability, through participating in actual game design and teaching activities to exercise<sup>[6]</sup>. At the same time, through cooperation and communication with others, they can cultivate communication ability and teamwork spirit, and then improve their professional quality.

## **2. Problems existing in the thinking and politics of pre-school children's game courses**

### **2.1. College educators have a low sense of ideological and political value of the curriculum**

First of all, the original teaching plan has formed a relatively stable teaching mode and rhythm after years of practice and optimization. The addition of ideology and politics in the curriculum means that new teaching contents need to be added in the limited class hours, which not only requires college educators to redesign the teaching plan, but also requires them to complete more teaching tasks in the limited time<sup>[7]</sup>. This extra burden

makes many college educators feel great pressure, which leads to resistance to the implementation of curriculum ideology and politics.

Secondly, some college educators believe that the main task of specialized courses is to impart professional knowledge and skills, while ideological and political education is the responsibility of ideological and political college educators<sup>[8]</sup>. This kind of understanding leads them to be in a passive state and a lack of initiative and enthusiasm in the implementation of ideological and political education. Moreover, some college educators believe that ideological and political education and specialized course teaching are two separate fields, and it is difficult to integrate them. They worry that adding ideological and political content to specialized courses will affect the teaching effect, or even distract college students' attention and affect their mastery of professional knowledge. This phenomenon not only limits the scope of implementation of ideological and political courses but also affects the depth and breadth of ideological and political courses.

Finally, many institutions of higher learning lack systematic training and support for college educators in the process of promoting curriculum ideology and politics. College educators lack the necessary guidance and resources in the implementation of curriculum ideology and politics, which makes them feel at a loss in teaching.

## **2.2. Lack of guidance of ideological and political goals in teaching design**

As an important support for college educators, the content and goal of teaching materials directly affect the teaching design of college educators. However, the existing textbooks fail to fully integrate the ideological and political requirements of the curriculum in the process of compiling, resulting in a lack of clear ideological and political goals for college educators in the design of teaching plans<sup>[9]</sup>. On the one hand, the content of textbooks emphasizes the teaching of professional knowledge, but neglects the integration of ideological and political education. Many textbooks fail to fully reflect the ideological and political requirements of the curriculum when they are written, resulting in a lack of clear ideological and political goals for college educators when designing teaching plans<sup>[10]</sup>. On the other hand, the overall planning is not enough, and the sorting is not systematic enough. When some college educators implement curriculum ideology and politics, they often integrate them into the classroom in the form of scattered knowledge points or cases, lacking overall planning and systematic combination. Such separated ideological components are difficult to form behavior, cultivation and emotional resonance in the heart.

## **2.3. The curriculum's ideological and political content lacks systematic**

In the teaching design of the game course for preschool children in colleges and universities, some college educators often integrate the course ideology and politics into the classroom in the form of scattered knowledge points, topics, or cases, failing to form an overall plan and systematic combination<sup>[11]</sup>. Such fragmented ideological and political elements are not only difficult to arouse the interest and emotional resonance of college students, but also difficult to form internal behavior cultivation in the minds of college students. The concrete manifestations are as follows: first, the content is fragmented. When university educators integrate ideological and political elements into the classroom, they often only pay attention to the explanation of a single knowledge point or case, and lack of organic connection with other teaching content. This fragmented teaching method makes it difficult to form a deep impression and cultivate internal behavior in the minds of college students. Second, the lack of emotional resonance. Due to the lack of systematic planning and combining, the ideological and political content is often far from the actual life and study of college students, and it is difficult to touch their hearts and trigger emotional resonance. As a result, it is difficult for college students to convert their ideological

and political knowledge into actual norms of behavior and values.

### **3. Promote the strategy of thinking and politics in pre-school children's game courses**

#### **3.1. Strengthen the value of ideological and political thinking and enhance the ideological and political awareness of college educators**

In the context of ideological and political curriculum, colleges and universities should take the construction of ideological and political curriculum teachers as an important task, and improve the ideological and political literacy and teaching ability of college educators through various ways<sup>[12]</sup>. First of all, colleges and universities can issue relevant policies to reward college educators who have made excellent achievements in curriculum ideology and politics, to stimulate the enthusiasm and creativity of college educators. For example, they can set up special bonuses, provide opportunities for further study, and select excellent college educators to form a good incentive mechanism and promote college educators to constantly improve their ideological and political level in the curriculum. In addition, colleges and universities should encourage and support exchanges and cooperation among college educators, and form a collaborative education mechanism among various disciplines in their specialties by carrying out curriculum ideological and political teaching and research activities. This mechanism not only helps college educators to learn from each other in teaching practice, but also promotes the integration and innovation of different disciplines. For example, seminars on curriculum thinking and politics, teaching observation courses and experience sharing meetings are held to provide a platform for college educators to exchange ideas and discuss effective methods and strategies of curriculum thinking and politics. Through these activities, college educators can keep abreast of the latest ideological and political education concepts and methods, and constantly enrich their teaching content and means. Within the same major, ideological and political elements of the curriculum should be integrated among courses, and a database of ideological and political cases can be established among college educators to realize resource sharing and complementary advantages. In this way, college educators can better integrate ideological and political elements into the teaching design of preschool children's game courses, realize the organic combination of curriculum, ideological and political, and professional courses, and improve the comprehensive quality and professional ability of college students.

#### **3.2. Set ideological and political goals according to ideological and political requirements and teaching practice**

When designing the teaching objectives, the educators of colleges and universities should take the ideological and political objectives as guidance, and ensure that the requirements of the curriculum ideological and political requirements run through all aspects of teaching. First, colleges and universities need to sort out the ideological and political goals of their professional talents training by combining the Guiding Outline of Ideological and Political Construction of Curriculum in Colleges and Universities, the Professional Ability Standards for normal Students of Preschool Education Majors (Trial), the Professional Standards for Kindergarten Teachers (Trial) and other documents<sup>[13]</sup>. These documents provide the basic framework and specific requirements of ideological and political education. College educators need to deeply understand the spirit of these documents and clarify the ideological and political goals of preschool education.

The second is to set political and ideological goals in the curriculum standards, combined with professional personnel training programs and curriculum programs. Professional personnel training programs and course



plans are important bases for guiding teaching. College educators need to integrate ideological and political goals into them to ensure that curriculum design meets the requirements of ideological and political education.

Third, comprehensively integrate the content of teaching materials, re-integrate the teaching content, and differentiate the target requirements of political disciplines. Teaching material is an important carrier of teaching, so it is necessary for college educators to deeply analyze the content of teaching materials, find out the ideological and political elements contained therein, re-integrate the teaching content, and refine the ideological and political goals into the teaching content of each class. For example, when explaining the theory of children's games, it can be combined with practical cases to guide college students to think about the role of games in the cultivation of children's morality.

Fourth, according to the specific teaching content, design the ideological and political goals of classroom teaching. In the actual teaching process, college educators need to design specific ideological and political goals according to the specific content of each lesson. These goals need to echo the ideological and political goals in the curriculum standards to ensure that each lesson can achieve the goal of ideological and political education<sup>[14]</sup>. For example, in the lesson "Children's Play and Social Development," the ideological and political goal can be designed as "cultivating college students' attention to and ability to solve social problems," and by discussing the impact of social play on children's social development, college students can be guided to think about how to promote children's social development through games.

### **3.3. Integrate teaching content and build an ideological and political system**

To build a systematic ideological and political system, it is necessary to reorganize and integrate the course content to ensure that ideological and political elements can be organically integrated into it

In the teaching of professional courses, professional courses and ideological and political courses should go hand in hand and complement each other<sup>[15]</sup>. In the pre-school children's game course, the teaching content can be integrated into three major modules, namely, pre-school children's game overview, game design and organization guidance, and game observation and evaluation. Modular design can not only systematically present the course content, but also provide a clear path for the integration of ideological and political elements. Specifically, to guide college students in the "Preschool children's game Overview" module 1, around the "teacher's ethics first, children oriented, ability oriented, lifelong learning" ideological main line, to understand the importance of games in children's growth. For example, through the analysis of different types of children's games, emphasize the ethical responsibility of college educators in game design, and guide college students to establish a correct view of children and education. In Module 2, "Game Design and Organizational Guidance for Preschool Children," ideological and political education needs to be further deepened. For example, designing children's games with different backgrounds and abilities to cultivate college students' empathy and sense of responsibility. In the module three "Pre-school children's game observation and evaluation," combined with specific observation and evaluation methods, guides college students to learn to evaluate the effect of games scientifically. By observing children's performance in games, college students can better understand children's needs and characteristics to make adjustments in game design and improve the quality of games. At the same time, it is emphasized that games are not only entertainment, but can guide college students to reflect on the value of education in games, which is an important means to promote the comprehensive development of children. Through such reflection, college students can have a deeper understanding of the important role of college educators in children's growth and further enhance their professional identity and sense of responsibility.

## 4. Conclusion

In short, the article first expounds the necessity and importance of curriculum ideology and politics in the field of preschool education, and emphasizes its positive role in implementing the policies of the Ministry of Education, promoting teaching reform, and improving the comprehensive quality of college students. Then, it analyzes the existing problems in the ideological and political course of preschool children's games, and puts forward some strategies, such as strengthening the ideological and political value, enhancing the ideological and political consciousness of college educators, setting ideological and political goals according to the requirements of ideological and political education and the actual teaching practice, constructing ideological and political system by integrating teaching content, innovating teaching mode and improving teaching methods. Through the implementation of these strategies, we can realize the organic integration of curriculum, ideological and political education and professional teaching, improve the teaching quality of preschool education majors, and cultivate more outstanding preschool education talents in line with the needs of the era. In this way, it not only provides a useful reference for the ideological and political reform of other related courses but also contributes to the comprehensive development of ideological and political education in colleges and universities.

## Disclosure statement

The author declares no conflict of interest.

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