Exploring the Practical Path of Ideological and Political Education in Preschool English Curriculum in the New Era

-- Review of Preschool Children's English Education (Second Edition)

Ying Kou

School of Foreign Languages, College English Department, Yunnan Normal University, Kunming, Yunnan, China

Abstract. Driven by both the global context and the continuous deepening of the concept of "Curriculum-based Ideological and Political Education," preschool English education in the new era is facing a dual transformation in terms of concepts and paths. Taking Preschool Children's English Education (Second Edition) as the entry point, this paper explores, from multiple dimensions such as textbook content structure, teaching concepts, methods and resources, and evaluation systems, its educational function in the teaching practice of preschool English education and the effective integration approach of ideological and political education elements. The paper points out that, through the close integration of theory and practice, this textbook provides a practical path for achieving the trinity goal of "value shaping, knowledge imparting, and ability cultivation." Through the innovative integration of teaching concepts, methods, resources, and evaluation, it constructs a practical path of ideological and political education in the curriculum that meets the educational needs of the new era and has positive enlightening significance for the teaching practice and conceptual transformation of preschool educators.

Keywords: Preschool English Education; Ideological and Political Education in Curriculum; Textbook Evaluation; Educational Concepts; Teaching Practice; Integration Path of Ideological and Political Education.

1. Introduction

Against the backdrop of an era of increasingly deepening globalization, the importance of English education at the preschool stage is becoming more prominent. As an educational and teaching concept, curriculum-based ideological and political education runs through all stages of education, functioning as an educational tool of the curriculum. It organically integrates "value shaping, knowledge imparting, and ability cultivation," promoting the realization of the goal of "fostering virtue through education" (Guidelines for the Construction of Curriculum-based Ideological and Political Education in Higher Education Institutions, 2020). Preschool Children's English Education (Second Edition), edited by Wang Jin and published by Higher Education Press in 2020, as an integrated textbook of a new form for higher vocational and technical education, not only conducts in-depth exploration in teaching theory and practice, but also provides many possibilities and inspirations for the integration of ideological and political education.

2. Highlights of the Upgraded Content and Format of the Textbook

The textbook consists of six units: an overview of the theory of preschool children's English education, basic English knowledge, English activity design, classroom activities, classroom management, and teaching evaluation. Compared with the first edition, this edition has added practical skills training and enriched digital resources, making it more aligned with the development and needs of preschool English education in the new era. In addition, the textbook provides QR codes for digital resources, facilitating readers' autonomous learning.

3. Value Embodiment of the Textbook in Promoting the Integration of Ideological and Political Education

The textbook promotes the innovation of teaching in preschool children's English education and the coordinated development with curriculum-based ideological and political education in the following six aspects:

(1) From the perspective of content structure, the textbook covers all key areas of preschool children's English education. Each unit has a clear theme and focus, and its systematic nature provides a good framework for the integration of ideological and political elements. Each unit can explore ideological and political content from different angles, forming a logically rigorous system in which ideological and political education runs throughout the entire book.

(2) The feature of close integration between theory and practice in the textbook provides strong support for the implementation of curriculum-based ideological and political education in preschool children's English education. While learners master knowledge related to teaching methods and curriculum design, they can integrate ideological and political elements into each link and apply them in actual teaching.

(3) In terms of teaching philosophy, the textbook inspires educators to pay attention to the holistic development of children and educational integration. Based on this concept, educators focus on the integration of ideological and political education in the teaching process.

(4) In terms of teaching methods, the textbook demonstrates a variety of innovative approaches such as gamification, contextualization, and project-based learning, providing pathways for the integration of ideological and political education within these methods.

(5) In terms of teaching resources, the textbook emphasizes the use of digital and local cultural resources, providing a basis for integrating ideological and political elements within these resources.

(6) In terms of teaching evaluation, the textbook proposes innovative ideas for formative and developmental assessments, and also provides ideas for considering ideological and political elements in the evaluation process. The innovation of preschool English education teaching and the coordinated development of ideological and political education jointly promote the holistic development of children.

4. Exploration of the Practical Path of Curriculum-based Ideological and Political Education in Preschool English Education in the New Era

The author believes that the practical path of curriculum-based ideological and political education in preschool children's English education in the new era needs to consider the following four aspects:

(1) Ideological and political orientation in the innovation of teaching concepts. The cultivation of preschool children's comprehensive quality should not only focus on the learning of English language knowledge and skills, but also pay attention to the development of emotions, attitudes, values, and social skills. Through methods such as stories and games, children can be guided to learn good qualities such as sharing, cooperation, and respect for others, while also cultivating children's patriotic feelings and collectivist spirit. By respecting children's individual differences, personalized teaching plans can be formulated, and diverse teaching methods can be adopted to meet the learning needs of different children, which also provides the possibility for the personalized implementation of ideological and political education. Integrating English education with other educational fields can promote children's all-round development. Strengthening the collaboration between families and kindergartens, encouraging parents to participate in children's English learning, and providing family English learning environments and resources can jointly promote children's English development. At the same time, ideological and political education elements can be conveyed in the process of family-kindergarten cooperation, such as parents telling moral stories at home to guide children in establishing correct moral views.

(2) Ideological and political guidance in the innovation of teaching methods. Modern educational technologies, such as virtual reality (VR) and augmented reality (AR), can be fully utilized to create richer and more vivid gamified learning experiences for children. While children are immersed in the culture and life scenarios of English-speaking countries, they can also be guided to think about the differences between their own culture and foreign cultures, enhancing their sense of cultural identity. Diversified scenarios can be created, such as life scenarios like supermarket shopping, dining in restaurants, and visiting hospitals, as well as virtual scenarios such as fairy tales and adventure games, allowing children to learn and use English in different scenarios while guiding them to recognize appropriate moral behaviors and values in these contexts. English project-based learning activities suitable for preschool children can be designed to cultivate their problem-solving and cooperation abilities. For example, with the theme of "creating an English storybook" as a project, children can be grouped to cooperate and complete tasks such as story creation, drawing, and binding. In the process of project implementation, children learn English knowledge and skills while cultivating team spirit and a sense of responsibility.

(3) Integration of ideological and political elements in the innovation of teaching resources. Rich digital English teaching resources can be developed and utilized to deliver content with ideological and political education significance, such as patriotic stories and moral norms. Local cultural elements can be integrated into English teaching to cultivate children's cultural identity and cross-cultural communication abilities. When introducing content such as traditional Chinese festivals, folk tales, and local characteristics, children can be guided to understand the ideological and political elements contained in these contents, such as family values in festivals and moral enlightenment in folk tales. Local natural and social resources can be used to conduct English outdoor teaching activities, allowing children to learn English through on-site observation and experience. For example, organizing children to visit places such as zoos, botanical gardens, and museums enables them to learn English in real contexts, while also integrating ideological and political education elements into the activities, such as guiding children to think about animal survival rights, the significance of plant protection, and cultivating children's environmental awareness and respect for life.

(4) Ideological and political considerations in the innovation of teaching evaluation. Diverse evaluation methods can be adopted to pay attention to children's performance in the process of learning English. For example, observing whether children actively cooperate in group activities; observing children's daily behavior habits to see whether they transform the ideological and political content from the English classroom into practical actions, such as whether they take the initiative to tidy up toys after games to show a sense of responsibility, or whether they get along kindly with peers. English-themed activities such as "Little Environmental Guardians in English" can be carried out to evaluate children's English expression ability, team cooperation ability, and environmental awareness during the activities, with awards set up to encourage participation and provide evaluation criteria. Organizing children to perform English stories can also be used to evaluate whether they accurately express ideological and political themes and demonstrate qualities such as confidence and courage. Audience participation in evaluation can enhance objectivity and comprehensiveness. By integrating ideological and political education into preschool English education in an implicit manner, the educational function of the curriculum can be exerted, and the goal of curriculum-based ideological and political education to “moisturize things silently” can be realized.

5. Conclusion

In conclusion, Preschool Children's English Education (Second Edition) is a highly valuable textbook. It not only plays a positive role in the theoretical research and practical teaching of preschool children's English education, but its abundant teaching practice cases also provide numerous paths for the integration of ideological and political education. Both educators and parents can obtain useful inspiration and guidance from this book, contributing to the development of

preschool children's English education, while also laying a foundation for cultivating future talents with correct values and an international perspective.

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