

Analysis of Moral Education Infiltration in Pre-School Education Teaching

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Abstract: Early childhood is the starting stage of life and an important period for the development of good thinking and behavior, which is of positive significance for the promotion of lifelong development of individuals. Their moral cultivation is directly related to the moral values and cultural inheritance of the country. In this regard, it is necessary to pay attention to moral education in preschool education. Through the research, we have pointed out the ways to penetrate the concept of moral education in preschool education, and to implement moral education through the contents of human interaction, public order, and cultivation of patriotic feelings. Nowadays, under the environment of quality education, education advocates "moral, intellectual, physical, aesthetic and labor" comprehensive development, which can be seen here, "moral" in the first place shows the importance of moral education in the education system, how to effectively cultivate the students' moral education in the education process, the establishment and development of the education system has become an important part of the education system. The establishment and development of moral education has become a hot topic in the education system. Modern teaching advocates the overall development of moral, physical and aesthetic development, pay more attention to the children's moral education, the following mainly explains the importance of moral education for pre-school children and the effective penetration of moral education in pre-school education, the importance of moral education in pre-school education, the importance of moral education in pre-school education, the importance of moral education in pre-school education.

Keywords: Pre-school Education; Moral Education; Penetration.

1. Introduction

In the pre-school education stage, the penetration of moral education is of vital significance. Pre-school children are at the initial stage of their life development, and their cognition, emotion and behavior have great plasticity. Therefore, effective moral education penetration in pre-school education teaching plays an indispensable role in cultivating children's good moral and behavioral habits and laying a solid foundation for their future development.

2. The Importance of Moral Education Infiltration in Preschool Teaching and Learning

2.1. Shaping Children's Good Character

The pre-school stage is a key period for the formation of children's character. Through the penetration of moral education, children can be guided to establish correct values and moral values, and cultivate their good character such as honesty, kindness, bravery and tolerance. For example, in storytelling, by telling the deeds of heroes, it can inspire children's bravery and sense of justice; in play activities, it guides children to learn to share and cooperate, and cultivates their team consciousness and mutual help spirit.

2.2. Promoting Children's All-round Development

The penetration of moral education not only helps the development of children's character, but also promotes their overall development in cognition, emotion, social interaction and other aspects. Good moral character can provide internal

motivation for children's learning, making them more active in exploring the world and acquiring knowledge. At the same time, children who know how to respect and care for others in their interactions with others are more likely to establish good interpersonal relationships and enhance their social adaptability.

2.3. Cultivating Qualified Citizens for Society

Pre-school education is an important part of basic education and bears the important responsibility of cultivating qualified citizens for the society. Through the penetration of moral education in pre-school education, children can develop good behavioral habits and a sense of social morality at an early age, laying the foundation for them to become responsible and responsible citizens in the future.

3. Problems to be Noted in the Penetration of Moral Education in Pre-School Education Teaching

3.1. Integration of Children's Age Characteristics

The age characteristics of pre-school children determine their limited cognitive and understanding ability. Therefore, when carrying out the penetration of moral education, it is necessary to combine the age characteristics of children and adopt a simple, easy-to-understand, lively and interesting way to carry out. Avoid empty sermons and adult-oriented educational methods.

3.2. Focus on Individual Differences

Each child is unique and there are individual differences in their character development. Teachers should pay attention to

the characteristics and needs of each child, tailor the teaching to the individual, and carry out moral education penetration in a targeted way. For children with good moral development, timely encouragement and praise should be given to stimulate their motivation; for children with problems in moral development, patient guidance and help should be given to promote their progress.

3.3. Insist on Long-term Penetration

The cultivation of character is a long-term process and cannot be achieved overnight. In pre-school education teaching, long-term penetration should be insisted on, and moral education should be carried through children's daily life and learning. Through constant repetition and reinforcement, children can gradually develop good character and behavioral habits.

4. Ways to Infiltrate Moral Education in Pre-School Education Teaching

4.1. Utilization of Daily Activities

4.1.1. Cultivating Daily Routines

In daily activities such as entering the school, eating, napping and leaving the school, cultivate children's habits of politeness, such as taking the initiative to greet and say "thank you" and "goodbye", etc.; guide children to observe order and line up to wash their hands and get their meals, so as to cultivate a sense of self-discipline. Encourage children to organize their own belongings, such as toys and schoolbags, to develop their self-care ability and sense of responsibility.

4.1.2. Labor Education

Arrange for children to participate in simple labor in the classroom, such as wiping tables, arranging chairs, watering plants, etc., so that they can appreciate the value of labor and cultivate the quality of loving labor.

Use American English when writing your paper. The serial comma should be used ("a, b, and c" not "a, b and c"). In American English, periods and commas are within quotation marks, like "this period." Other punctuation is "outside"! The use of technical jargon, slang, and vague or informal English should be avoided. Generic technical terms should instead be used.

4.2. Through Teaching Activities

4.2.1. Teaching Through Stories

Telling stories with moral significance, such as "Sima Guang Smashing the Jar" to cultivate bravery and resourcefulness, and "The Little Bear's Invitation to a Party" to teach sharing and friendship, etc., guiding children to discuss the behavior and character of the characters in the stories to deepen their understanding. Encourage children to tell their own stories to strengthen their knowledge of good character while practicing their expression skills.

4.2.2. Children's Songs and Music

Teach children's songs with positive energy, such as "My Good Mother" to cultivate gratitude and "Looking for Friends" to emphasize friendly interaction. Through the infectious power of music, children can receive moral education in a relaxed and pleasant atmosphere. When conducting musical activities, guide children to perform cooperatively to cultivate the spirit of teamwork.

4.2.3. Painting and Crafts

Set themes such as "My Home" and "Beautiful Nature" and

let children express their love for their families and their awareness of environmental protection through painting and crafts. Displaying children's works and encouraging them to appreciate and praise each other develops self-confidence and appreciation of others.

4.3. Carrying out Play Activities

4.3.1. Role-Playing Games

Create scenes such as supermarkets, hospitals and families, and let children play different roles to experience the responsibilities and emotions of different roles, such as the enthusiastic service of salespersons and the caring of patients by doctors, etc., to cultivate empathy and a sense of responsibility. In the games, children are guided to solve conflicts and learn to negotiate, cooperate and share.

4.3.2. Sports Games

Organize team sports games, such as relay races, tug-of-war, etc., to cultivate children's teamwork and sense of competition, and at the same time teach them to abide by the rules of the game and cultivate a sense of rules.

4.4. Role Model

4.4.1. Teacher Modeling

Teachers should set a good example for young children with their words and behavior. For example, caring and loving young children, respecting others, and being honest and trustworthy. Teachers praise children's good behaviors and reinforce positive behaviors in their interactions with children.

4.4.2. Peer Role Models

Praise and encourage toddlers with good character behavior so that other toddlers can learn from them. For example, if a toddler takes the initiative to help others organize their toys, he can be praised in front of the class to inspire other toddlers to follow suit.

4.5. Home and Family Cooperation

4.5.1. Parental Participation

Parents are invited to participate in kindergarten activities, such as parent-child sports games and parent classes, so that they can learn about the kindergarten's moral education and work together to cultivate their children's character. Teachers maintain close communication with parents to give timely feedback on children's performance in kindergarten and jointly guide children to develop good moral behavior at home as well.

4.5.2. Suggestions for Family Activities

Provide parents with some suggestions for family moral education activities, such as doing household chores together, visiting the elderly, participating in public welfare activities, etc., so that young children can receive moral education at home as well.

5. Importance of Moral Education Penetration in Pre-School Education Teaching

Shape good character: The pre-school stage is the key period of children's character formation, moral education penetration can guide them to establish correct values and morals, and cultivate honesty, kindness, bravery, tolerance and other virtues, such as storytelling to stimulate the spirit of bravery and the sense of justice, and cultivate the spirit of sharing and cooperation in the game.

Promote all-round development: It helps children to develop in a holistic manner in terms of cognition, emotion and social interaction. Good character provides motivation for learning and enables children to actively explore the world and acquire knowledge. At the same time, children who know how to respect and care for others are more likely to build good interpersonal relationships and enhance their social adaptability.

Cultivate qualified citizens: preschool education bears the important responsibility of cultivating qualified citizens for the society, and the penetration of moral education can help children develop good behavioral habits and awareness of social morality from childhood, laying a foundation for them to become social citizens with a sense of responsibility and commitment.

In conclusion, moral education penetration in preschool education is an important and difficult task. We should fully recognize the importance of moral education penetration, actively explore effective ways and methods, combined with the age characteristics of children and individual differences, and insist on long-term penetration, in order to lay a solid

foundation for the cultivation of socialist builders and successors who are all-rounded in morality, intelligence, physicality, aesthetics and labor.

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