

A Practical Study on the Integration of Art Courses of Preschool Education Majors in Local Universities into Curriculum Thinking and Politics

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Abstract: *The integration of the concept of curriculum thinking and politics with preschool art courses is an effective way to improve the teaching quality of preschool art courses, and it plays an important role in cultivating the core literacy of future kindergarten teachers. This paper analyzes the reasons for the current inadequate function of curriculum education, inadequate excavation of teaching resources and imperfect evaluation system, and focuses on the construction of curriculum team, excavation and integration of thinking and political elements, and evaluation of thinking and political teaching, in the hope of completing the curriculum thinking and political teaching reform under the promotion of effective teaching strategies, and providing examples and references for the integration of curriculum thinking and political in preschool art courses.*

Keywords: *preschool education, art class curriculum, curriculum thinking*

1. Introduction

In recent years, General Secretary has repeatedly emphasized that “what kind of people to train is the primary issue of education” and “insist on making moral education a fundamental task” and “insist on the unity of explicit and implicit education”, explore other curricula The government has been working on the development of a new generation of students and has been working on the development of a new generation of students. The General Office of the CPC Central Committee and the General Office of the State Council issued "several opinions on deepening the reform and innovation of ideological and political theory courses in schools in the new era", pointing out that education is the great plan of the country, the organizational great plan, undertaking the fundamental task of establishing moral education. Civic and political science course is the key course to implement the fundamental task of cultivating moral character and plays an irreplaceable role. The Ministry of Education's “Guideline for the Construction of Civic Science in Higher Education Courses” (Education High [2020] No. 3) points out that art courses should educate and guide students to be based on the times, be rooted in the people, go deeper into life, and establish a correct view of art and creation. We must insist on educating people with beauty, beautifying people with beauty, actively promoting the spirit of Chinese aesthetic education, guiding students to consciously inherit and carry forward excellent Chinese traditional culture, comprehensively improving students' aesthetic and humanistic qualities, and enhancing cultural confidence. At present, vigorously promoting classroom teaching reform with the goal of curriculum thinking and government has become a key element of the work of the Ministry of Education[1-2].

2. The significance of integrating art courses in preschool education into curriculum thinking and politics

2.1. It can give full play to the nurturing function of art courses and improve the comprehensive quality of preschool education students

Local teacher training colleges and universities carry the important mission of training qualified teachers for basic education, and training preschool education students are not only related to their future development but also has an impact on training the next generation of kindergarten teachers (Yang,2020). Therefore, we must root the cultivation of teacher ethics, cultural literacy, and nurturing sentiments in the spirit of students in conjunction with the teaching of their art courses. In a broad

cultural environment, students recognize the richness of their culture, the characteristics of art, the diversity of artistic expression, and the special role of art in social life, gradually forming the values of love for the excellent cultural traditions of the motherland and respect for the diversity of world cultures, and deepening their knowledge and understanding of art. Integrate aesthetic and moral education invisibly, improve the quality of students' learning, and enhance the comprehensive quality and all-around development of preschool education students.

2.2. Can improve the thinking ability of teachers of non-catholicism courses

The teacher is charged with the important task of teaching and educating people. As an art teacher, the task of students is not only to appreciate images and handmade work but also to cultivate students ability to discover beauty and feel it. While integrating the elements of Civic and Political Science into art teaching, can promote the teachers of non-Civic and Political Science courses to establish the concept of teaching Civic and Political Science in the curriculum, express the sentiment of Civic and Political Science education in the curriculum, explore the channels of Civic and Political Science education in the curriculum, build the platform of Civic and Political Science education in the curriculum, complete the excavation of Civic and Political Science elements in the curriculum and model innovation, continuously explore and innovate the teaching methods, make the art classroom more active and more "new We will continue to explore and innovate teaching methods to make the art classroom more active and "new" in meaning so that the moral education will be silent.

2.3. It is conducive to the integration of art courses and Civic Affairs resources to enrich the teaching content

The art classroom contains rich elements of ideology and politics, whether it is classical art thought, the appreciation of modern artworks or even the growth experience of artists, its elements all contain rich ideology and political education. In terms of the ideological and political reform and innovation of preschool education art courses, the ideological and political elements in art courses must be deeply explored. Teachers should focus on the implicit ideological and political elements contained in art, and combine the learning of painting knowledge and skills with ideological education so that students can be influenced and influenced unknowingly. With the help of art curriculum thinking politics, students can understand the spiritual connotation that works are meant to pass on based on the appreciation of works, to form correct values for judging good, evil, beauty and ugliness. In addition, teachers should also introduce richer resources for thinking politics, extend the elements of thinking politics beyond books and subjects, carry out a series of activities with the theme of national outstanding traditional culture and red classic culture, and expand the extracurricular art practice activities for preschool education students. Using the school's official website, WeChat and microblogs, we can establish a library of teaching resources on Civic and Political elements of art and enrich the teaching contents of art courses.

3. The main problems of the current art courses in preschool education

The art course is one of the mandatory courses for preschool education students, and as the main course of preschool education, it has the attributes of a public course to improve students' cultural and artistic cultivation, cultivate aesthetic sentiment, and promote students' overall development, as well as the attributes of professional course to master early childhood teachers' art skills and early childhood art teaching methods. Therefore, the quality of art courses in preschool education will directly affect the overall level of kindergarten education in the future and is a prerequisite and guarantee for the overall development of young children in the future. The integration of the concept of curriculum thinking and politics with preschool art courses is an effective way to improve the quality of teaching and learning and plays a very important role in cultivating the core literacy of future kindergarten teachers. At present, the problems in the teaching of the art courses of preschool education are mainly manifested in the inadequate function of the courses in educating people and the inadequate exploitation of the teaching resources of the courses in thinking and politics.

3.1. The function of curriculum education is insufficient

Future early childhood teachers should not only have a sufficient knowledge base of art skills but also have a high level of professionalism in teaching (Li, 2013). At present, higher education

institutions still follow the traditional model in terms of specific curricula, and teachers emphasize the learning and training of skills and practical operations in art courses while neglecting the cultivation of humanistic qualities in the art discipline. The nature of the art curriculum is often defined as skill-based practice, but there is a lack of work done at the spiritual level to cultivate students. The main feeling of students' participation in art activities and the formation of aesthetic ability and innovation ability in the process of art learning are neglected, which makes the teaching activities of the curriculum not deeply reflect the cultural value and nurturing function of the art curriculum while imparting professional knowledge of art, thus leading to the lack of innate educational and cultural literacy of graduates who lose to the society. Teachers do not teach correct and positive values in art courses, which leads to a poor nurturing effect.

3.2. Insufficient excavation of the ideological and political teaching resources of the curriculum

First, the lack of awareness of the ideological and political education function of the curriculum, and the lack of the establishment of the “whole curriculum to educate people” teaching concept. The implementation of the art curriculum ignores the overall goal of education courses to promote the overall development of students, downplaying the role of ideological and political education in the curriculum. In the implementation of teaching objectives, emphasis is placed on skills and techniques, but not on ideological and political emotions, making the curriculum's nurturing goals too one-sided and narrow, making the three-dimensional goals of knowledge, ability and value split (Lai, 2021). Some art teachers adopt a rigid approach, directly connecting professional knowledge and Civic and Political elements rigidly, and cannot grasp the fit between them well, which will make students feel too abrupt and deliberate, and even generate resentment, not to mention the role of value leadership to students, and the teaching resources of implicit Civic and Political education in art courses need to be further explored. Secondly, the use of the Civic and Political Resources embedded in the professional curriculum is not accurate enough. At present, some art teachers are deeply influenced by the traditional teaching methods, ignoring the characteristics of the integration of ideological and political education and professional courses implicit education, into the rigid and explicit, using “reading from a book” drawing a tiger from a cat “form of indoctrination classroom teaching to The elements of ideological and political education are simply implanted into art teaching; the classroom lacks teaching interaction, lacks relevance, is rigidly applied, ignores the injection of values, and students lack learning initiative and enthusiasm; the content of the curriculum was too empty and abstract, detached from the context of the art teaching and the realities of life; unfamiliar with the application of modern information technology, and does not take advantage of the convenience of online teaching with network technology [3-4].

4. Analysis of the reasons for the existing problems of art courses in preschool education

4.1. Lack of awareness of the curriculum among some teachers

The specific manifestation is that some art teachers lack the teaching concept of curriculum thinking and politics, despise thinking and political education, and still adopt the theoretical teaching mode of “reading from a book”, so that students cannot understand the kernel of thinking and political education, but also passively accept knowledge, and even often have resistance and aversion to learning; some art teachers can not explore thinking and political resources, and art teachers lack experience in engaging in implicit ideological and political education. Some art teachers cannot tap into ideological and political resources, and art teachers lack experience in implicit ideological and political education, and their ability to educate people through ideological and political courses needs to be strengthened. They do not know “what to dig”, or “how to dig”, nor “how to integrate”. Some teachers one-sidedly equate ideological education with organizational education, and simply educate the basic organizational line and ideology in the classroom; some art teachers lack enthusiasm for course ideology, because some colleges and universities pay more attention to the cultivation and improvement of teachers' professional ability, and pay more attention to their scientific research ability and discipline leading ability, and do not require teachers to have the ability to carry out ideological and political education in course teaching. The training and assessment of teachers' comprehensive quality are neglected, and it is difficult for teachers to form a clear sense of ideological and political education in the curriculum.

4.2. Lack of integration between course content and ideology and politics, students' interest is not strong

At present, the content of art courses for preschool majors is generally divided into categories such as basic drawing and colour, handicraft and teaching aids production, children's painting (oil stick painting, coloured pencil painting, ink blowing painting, printmaking) and kindergarten environment creation. The content of art is rich in ideological and political education resources, and many famous classics, traditional Chinese culture and red culture have been handed down to the present day, which are all ideological and political education resources for socialist core values education in the curriculum. However, some professional teachers have not fully explored the ideological and political education elements implicit in artworks, resulting in empty teaching content and the nurturing function of art education not being fully manifested. In the teaching of ideological and political education in preschool art courses, some teachers simply take the ideological and political content as the introduction part or forcefully integrate it into the curriculum in a rigid way, which leads to the lack of connotation and infectiousness of the ideological and political content and makes it difficult to impress students. At present, the difficulties that plague the professional teachers of art courses are still the excavation of implicit thinking and political elements, deep value guidance and the effectiveness of thinking and political education.

4.3. Traditional teaching evaluation methods of art courses, ignoring students' value guidance

In the evaluation and assessment of art courses, we should insist on "taking the effectiveness of moral education as the fundamental criterion for testing all the work of the school and truly educating people with culture and morality. The situation of traditional art courses is Traditional, a situation of art courses is that art teachers only focus on the mastery of professional techniques students technique first "professional ability is equal to the core competitiveness", as well as the pressure of academic assessment is difficult to take into account and implement the construction of art courses thinking politics. At the same time, the lack of practical, standardized evaluation rules and implementation is also a major problem.

5. The implementation path of curriculum thinking politics in preschool art courses

5.1. Form a team of teachers to improve the ability of Civics

Increase the proportion of team members, form a team of integrated teachers with excellent ideological quality and teaching ability, communicate with each other among art teachers, full-time leaders and Civics teachers, and gradually improve their theoretical literacy. Through the means of teaching and research activities, mutual listening and evaluation, seminar corrections, etc., to improve the overall quality and teaching ability of the team teachers, improve the non-Catholicism teachers' thinking ability, and effectively love students, be a role model, have skills, and can teach. At the same time organize teachers to go out for research, special training, and professional seminars, in teaching design, curriculum standards, lesson plan writing, collective preparation and other aspects of listening to the views and suggestions of teachers of Civics and Political Science, fully mobilize the enthusiasm of the team course teachers, the formation of Civics and Political Science education joint efforts to educate people. Strengthen the reform of the course of thinking and politics teaching, in-depth excavation of students in the course of thinking and politics elements and moral education resources, in a form that is easy for students to accept, the transfer of knowledge and skills, ability and innovation training, moral thought guidance and art course teaching process(Wen,2020).

5.2. Improve the teaching syllabus and enhance the teaching quality

The course of thought politics requires adjusting the teaching objectives, teaching contents, teaching evaluation, homework assignment and other aspects, integrating the guiding syllabus and nurturing orientation of the preschool art course in colleges and universities, so that the preschool art course reflects the nurturing nature of the course and has the characteristics of the course of thought politics so that while students learn professional knowledge, they can also receive ideological and political education in a fine rain. Make the art courses in preschool education reflect the nurturing nature of the curriculum and have the characteristics of the course's ideology and politics so that students can learn professional knowledge and also receive ideological and political education silently.

Therefore, to concretize, deepen and popularize the value leadership advocated by the Civic and Political Science course, we must increase the content of value shaping in a targeted manner based on the original knowledge and ability requirements of the syllabus, and at the same time, actively promote the implementation by following the standards and requirements of the curriculum.

5.3. Dig deeper into the elements of thinking and politics and reconstruct the teaching content

The art courses of preschool education majors in colleges and universities have rich, diverse and distinctive nurturing elements such as the cultivation of patriotism, the stimulation of national identity, the improvement of aesthetic consciousness, the inheritance of excellent traditional culture and the construction of cultural self-confidence, etc. These nurturing elements are the prerequisites for the successful implementation of the construction of thinking and politics in art courses. Therefore, to realize the subtle moral education and improve the quality of education of preschool art courses in colleges and universities, we must fully explore, sort out and define the unique education elements of preschool art courses in colleges and universities. It is a “three-step” strategy to deeply dig, systematically sort out and accurately determine the rich and distinctive nurturing elements. The first step is the preschool education major art curriculum thinking and political elements excavation in the “deep excavation” efforts to explore the essence of preschool education major art curriculum in the nurturing, the rich nurturing elements fully excavated, to provide the basic conditions for the implementation of preschool education major art curriculum nurturing. The second step is to explore the nurturing elements of preschool education art courses in the “systematic sorting”, to clarify the nurturing elements corresponding to different types of art courses such as painting, handicraft, appreciation, etc., and to summarize and classify the nurturing elements that are deeply explored. The third step, preschool art curriculum nurturing elements mining in the “precise determination” of the effort, will be rich and diverse nurturing elements after gradual exploration, screening, the process of extracting specific, refined, appropriate, specific nurturing elements, better for art teachers to provide choice and reference when preparing lessons[5-6].

5.4. Optimize the course objectives and enrich the teaching methods

The integration of curriculum thinking and political elements into the classroom teaching of preschool art courses should first optimize the teaching objectives, and the teaching objectives of preschool art courses under the concept of curriculum thinking and political not only emphasize the professional skills of art knowledge but also highlight the nurturing function of “value shaping” of the course for students. Therefore, we should set the teaching objectives of the art courses in preschool education based on the summary and reflection of the past teaching experience, based on the needs of students' growth and success, closely combined with the characteristics and contents of the preschool art courses in colleges and universities, and set the teaching objectives that meet the “expectations” of students' “moral conduct”. “The expectations” of students. According to the nature of different types of art courses, such as art theory, practice, technique and creation, we further optimize the design and formulate the relevant educational objectives based on the refinement of the professional objectives of the original courses, and change the teaching objectives of the courses from a single professional objective to a combination of professional and educational objectives, so that the teaching of knowledge and skills, the cultivation of ability and practice and the leading of educational values can coexist. Secondly, online and offline teaching is mixed, and the hybrid teaching method promotes Civic and Political Science, and the trinity collaborates to educate people. Nowadays is the era of mobile Internet digital networks with convenient access to quality educational resources, and students' ability and willingness to acquire knowledge on their initiative is also significantly enhanced. This course should meet the development of the times and students' learning needs, flexibly use modern media teaching methods, and adopt online and offline hybrid teaching to enhance the teaching effect. At the same time, we can flexibly use the “Learning Pass”, “Rain Classroom”, “University Catechism”, “Wisdom Tree” and other online teaching platforms provided by the university in the art teaching process. This kind of online and offline hybrid teaching can not only improve teaching efficiency, and optimize teaching content and class time allocation, but also help stimulate students' active learning(Xiao,2020).

5.5. Reform the evaluation system to show the effectiveness of education

The evaluation of preschool art teaching should firmly grasp the “value leadership” of students and insist on taking the effectiveness of moral education as the fundamental criterion to test all the work of

the school in the assessment and evaluation of education for people, to truly The assessment and evaluation of teaching and education should insist on taking the effectiveness of moral education as the fundamental criterion to test all the work of the school, and truly educating people with morality(Liang, 2021). The teaching evaluation of the construction of the preschool art class in higher education should be combined with the original teaching evaluation indexes, and effectively combined with the course thinking politics based on the original teaching evaluation. The development of teaching objectives, the excavation of nurturing elements, the selection of teaching content, and the achievement of teaching strategies together constitute the teaching evaluation criteria of the thinking politics of art courses. In summary, we should focus on the value orientation of preschool art courses in colleges and universities, develop the assessment of nurturing teaching in preschool art courses in colleges and universities based on re-examining the assessment of traditional art classroom teaching, assess what the standard of a good class is in combination with the main points of curriculum thinking and politics, and implement the assessment standard of establishing moral education. The teaching of preschool art courses at colleges and universities is successfully incorporated into the curriculum for training people under the circumstances of realism and operability.

6. Conclusion

In conclusion, this thesis aims at organically integrating and supplementing and expanding the original theoretical knowledge and professional skills teaching contents of preschool art courses on the basis of the in-depth excavation, systematic combing and precise determination of the nurturing elements, striving to integrate the nurturing elements into the whole teaching process, putting forward the suggestions of forming an integrated teaching team, reconstructing the teaching contents on the basis of combing the thinking politics elements of art courses, improving and formulating It is proposed to form an integrated teaching team, reconstruct the teaching content based on sorting out the elements of the thinking politics of the art class, and improve and formulate the evaluation system of thinking politics teaching, in the hope of completing the curriculum thinking politics teaching reform under the impetus of effective teaching strategies and providing reference for the integration of the art class curriculum of preschool education into the curriculum thinking politics.

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