

Effective implementation of early childhood moral education based on curriculum ideology and politics in art education

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Abstract: The stage of laying the foundation of life in early childhood is where sufficient guidance and careful cultivation are deemed most necessary. The integration of moral education has been attempted in early childhood art education, influenced by ideological and political concepts in the curriculum, with the aim of strengthening the characteristics of early childhood art education and further promoting children's aesthetic taste, patriotism, and will to strengthen the country. With this in mind, emphasis was placed on the value of integrating moral education into early childhood art education, and an analysis of the current situation of early childhood moral education teaching was conducted. Shortcomings were identified, such as the single educational content and inadequate implementation of ideological and political education in art education courses. As a result, relevant development strategies were proposed, including the utilization of art activities for the strengthening of early childhood ideological and political concepts, in order to better facilitate the comprehensive development of young children.

1. Introduction

The concept of moral education has become the fundamental implementation point of the reform of education and teaching under the comprehensive promotion of "curriculum thinking and politics", and it plays a great role in personality education, value cultivation, and ideological and political education. Currently, early childhood education has been receiving increasing attention and focus. In order to better assist children in developing a good character at an early stage and fostering an artistic atmosphere, frequent early childhood art education activities are conducted. In order to meet the curriculum's ideological and political requirements, it is also necessary to integrate moral education into the process of art education, enabling the organic combination of aesthetic education and moral education for children. This lays a solid foundation for children's comprehensive development in the future. Exploring the integration strategy of early childhood art education and moral education based on the ideological and political concept of the curriculum holds significant practical significance.

2. Analysis of the current situation of preschool moral education teaching

2.1 Inadequate implementation of ideological and political content in art education courses

Overall, the new topic of moral education in early childhood art education has been insufficiently explored by some teachers, particularly in terms of cultivating children's ideological and political concepts and emotional and moral concepts. Practical and actionable goals and content are lacking. The connection between moral education and art education is not always recognized by some teachers, who may view moral education as an optional task, resulting in challenges in effectively implementing moral education[1]. Although certain kindergartens have established specific regulations for teachers, encompassing clear requirements for teaching and education, safety management, and health and hygiene, which are linked to teacher assessment and salary benefits, there is little involvement in moral education, hindering the implementation of moral education work.

2.2 Single content of moral education

In the process of early childhood education, the focus of attention for most teachers is on the level of "management" of children, which entails ensuring their safety in the park, while other aspects are considered secondary. Consequently, early childhood moral education becomes superficial, with overly simplistic educational content. Additionally, some teachers prioritize formal activities and place less emphasis on informal, light-hearted activities, which can diminish the effectiveness of moral education. It is important to recognize that the formation and cultivation of children's ideological and political ideas cannot solely rely on the classroom; they must be continuously nurtured within the daily activities and life experiences of children. Unfortunately, some teachers fail to acknowledge this point, making it difficult to inspire children through practical examples during teaching activities, thereby impeding the moral education function of such activities.

2.3 Constraints of traditional education system

Preschool teachers are always influenced by traditional educational and teaching concepts, assuming the role of the "protagonist" in educational and teaching activities. Children are expected to simply obey, resulting in excessive discipline and a lack of freedom for free activities, thereby inhibiting their ability to explore their potential. This is highly detrimental to the exploration of young children's potential. It is essential for teachers to relinquish control and allow young children to take center stage in the classroom, ensuring that they are provided with treatment and space necessary for their natural development. Additionally, teachers should clearly establish themselves as guides in the learning journey of young children, with the primary focus of helping them achieve healthy growth instead of surpassing them, which could potentially dampen their motivation for further development and transform them into "sheep" who are reluctant to explore new experiences.

3. The value of integrating moral education into early childhood art education

3.1 Shaping good moral qualities in young children

In the process of children's art teaching, it is often necessary for the main characteristics of art, which originates from life and is applied to life, to be reflected. Designing art teaching content based on children's actual life can better align with their age characteristics and psychological development, aiding them in gaining a deeper understanding of the world [2]. By integrating moral education into art education, children can better establish moral cognition and develop positive moral qualities. For

instance, when children are organized by teachers to participate in environmental protection art activities, allowing them to collect everyday waste materials and use them for secondary production not only enhances their hands-on abilities and creative skills but also further enhances their awareness of environmental protection.

3.2 Promoting the socialized development of young children

Diverse content is included in early childhood art education, encompassing the learning of various skills such as dance, music, and art. When conducting educational activities, integrating moral education content can effectively evoke children's socialization emotions and facilitate their social development. For instance, when the national anthem is being appreciated, it is often required to guide young children in understanding the meaning of the lyrics, the historical context, and the life of the songwriter, among other aspects. Special attention should also be given to the soaring melody and the recurring emphasis on "progress." It is particularly important to guide young children in comprehending the passionate cries and the incorporation of triplets, clarifying how they contribute to accurately conveying the song's spirit. Most importantly, this helps to awaken an enduring sense of upward passion within the Chinese people, fostering a love for their motherland and instilling a sense of responsibility for the contemporary era in the hearts of children from an early age.

3.3 Promoting the comprehensive growth of young children

Art education is considered an important method and means for promoting the comprehensive development of children. Through art education, children not only acquire fundamental artistic knowledge and develop a correct aesthetic consciousness, but also broaden their horizons and cultivate positive qualities. By integrating moral education into the process of art education, such as introducing inspirational stories to guide children in participating in art activities and understanding the inspiring tales of revolutionary predecessors, it becomes easier to evoke children's national self-esteem and foster the conscious practice of virtuous qualities [3]. For instance, during music instruction, apart from teaching children rhythm and musical notation, the incorporation of stories behind the songs can stimulate their creative consciousness, open the windows to their hearts, and evoke sincere emotions. This approach enables them to quickly grasp the basic knowledge and realize the positive influence of emotional experiences on their behavior and willpower.

4. The integration strategy of art education and moral education

4.1 Utilizing artistic activities to cultivate children's ideological and political concepts

The psychological characteristics of self-expression are generally exhibited by young children, who possess a great enthusiasm for showcasing their talents in various artistic activities. In this regard, attempts can be made to guide young children's awareness that harmonious tones can only be achieved through coordination and that special beauty is attained through synchronized movements in forms such as choirs and dance teams. This ultimately leads to successful performances, fostering a sense of collectivism and continually strengthening their collective consciousness. Furthermore, art classrooms serve as a platform that largely satisfies young children's needs for activity and aesthetic appreciation, evoking within them a strong sense of participation and an innate desire for self-expression through various forms of art activities. For instance, by engaging in comparisons, they can enhance their ability to appreciate art and learn from each other's strengths and weaknesses. Through diligent practice, they further understand that exceptional performances and artistic creations are the fruits of relentless efforts, thus cultivating virtues such as diligence and perseverance.

4.2 Participating in art practice experience, solidarity and cooperative learning

Early childhood is considered a crucial period for children to experience happy growth, and art education plays a vital role in nourishing their upward development. Within the framework of the ideological and political curriculum, art education also necessitates the integration of practical application and the utilization of various educational elements to organize relevant activities, promoting moral education and guiding children to experience unity and cooperation. For instance, activities such as "painting competitions" and "handicraft production competitions" can be employed to stimulate children's cognition of life, evoke their emotions through the intake of artistic imagery, continuously enhance their abilities, and foster a spirit of solidarity, mutual assistance, and friendly coexistence. Additionally, the friendly competition among peers can facilitate mutual learning and cooperative endeavors, thereby promoting further growth in moral education.

4.3 Integrating moral education and art education with the characteristics of young children

Young children are generally characterized by strong imitation abilities, a desire for exploration, a thirst for knowledge, and a high level of compassion. Through continuous exploration of their emotional connection to art during aesthetic education, they not only gain a deeper understanding of the immense spiritual power and value encompassed by art but also develop certain spiritual beliefs and ideological qualities through subtle influences. The method of influence can be employed to achieve the mutual integration of moral and aesthetic education, particularly in art education activities with special educational significance. For instance, guiding children to draw and comprehend the shape, color, pattern, and structure of the national flag goes beyond teaching specific artistic techniques. Teachers should also share the revolutionary story behind the national flag, aiming to inspire children's love for peace, patriotism, and the party.

4.4 Exploring the content of ideological and political moral education, constructing and improving the classroom evaluation system

On the one hand, the focus is placed on the evaluation of children's ideological quality. This serves as the foundation and central aspect of the evaluation system construction and acts as the starting point for moral education work. Only by obtaining a true and scientifically assessed understanding of the current state of children's ideology and morality can we establish the groundwork for subsequent educational work plans [4]. The ideological qualities that children should possess mainly include honesty, trustworthiness, kindness, diligence, strength, integrity, gratitude, responsibility, and others. Simultaneously, this evaluation also serves as a means to assess the outcomes of moral education, providing a deeper understanding of the status of children's ideological quality. On the other hand, the evaluation focuses on the process of moral education work. The effectiveness of moral education is a direct result of the moral education work itself, and it is through adhering to the rules and principles of the moral education process that positive moral education outcomes can be achieved. In the actual evaluation process, considering the complexity and universality of the moral education process, it is not only necessary to deeply analyze whether it incorporates various positive factors from society and eliminates negative ones, but also to clarify whether it contributes to the establishment of a sound educational network within society. Additionally, the analysis should determine if the goals of moral education align with the content, methods, and approaches of moral education, whether they are based on the characteristics and laws of children's thinking formation and development, and whether they lead to an upward spiral trend in the effectiveness of moral education.

5. Conclusion

Early childhood moral education is considered a highly challenging task that necessitates integration from the perspective of early childhood education, particularly in the context of art education that requires reasonable integration based on curriculum ideological and political concepts. However, based on the actual situation, it is evident that some teachers have yet to recognize the connection between art education and moral education, leading to inadequate implementation of moral education content in their teaching practices. Moreover, the moral education content utilized tends to be relatively limited, thereby impeding the achievement of desirable moral education outcomes. In response to this, it becomes crucial to utilize artistic activities in actual teaching to cultivate children's ideological and political concepts. This involves integrating moral education with art education while considering the characteristics of children, guiding their active participation in artistic practices, fostering unity and cooperation in learning, and enhancing the content of ideological and political education within the classroom evaluation system. Through these efforts, early childhood moral education can truly assist children in establishing correct ideological and political concepts from an early stage.

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