

Exploration of Ideological and Political Education Teaching Design in the Course of 'Child Development Psychology' in Higher Vocational Colleges

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Abstract: This study takes the ideological and political education (IGPE) teaching design of the core course "Child Development Psychology" in higher vocational colleges' preschool majors as an example. By analyzing the current state of IGPE research in the "Child Development Psychology" course, it proposes three major teaching design principles: seeking truth from facts, inspiring innovation, and focusing on practical effects. The study deeply explores the elements of IGPE in three aspects: the educational goals of IGPE, the content and methods of IGPE teaching, and the evaluation system of IGPE, in order to find an organic integration of the "Child Development Psychology" course with ideological and political education, and to promote the comprehensive improvement of students' political and ideological literacy as well as their professional knowledge and skills.

1. Introduction

In 2020, the Ministry of Education issued the Guidelines for the Construction of Ideological and Political Education in College Courses, emphasizing the importance of teachers, courses, and classrooms as key elements to build a comprehensive education system. Early childhood education is the foundation of basic education. Vocational colleges bear the important responsibility of training kindergarten teachers, and the core course Child Development Psychology plays a pivotal role in subsequent studies^[1]. By analyzing the current situation and existing problems of the implementation of ideological and political education in the "Child Development Psychology" course for preschool education majors in higher vocational colleges, this study explores the integration points of ideological and political elements with practical teaching activities of professional courses, thereby improving the teaching quality and educational outcomes of professional courses.

2. Analysis of the Current State of Ideological and Political Education Research in the Course "Child Development Psychology" for Preschool Education Majors in Higher Vocational Colleges

A search on the China National Knowledge Infrastructure (CNKI) for the keywords "preschool child development psychology + course ideology and politics" and "early childhood education psychology + course ideology and politics" yielded a total of 19 journal articles, including 1 article indexed by AMI. Upon analysis of these 19 journal papers, it is evident that since 2020, the construction of course ideology and politics in the field of preschool child development psychology has increasingly gained the attention of experts and scholars from various vocational colleges. The existing literature, in terms of research subjects, mainly covers secondary vocational education^[2], higher vocational education^[3], and five-year vocational education programs (3 years of secondary vocational education plus 2 years of higher vocational education)^[4]. Regarding research methods, qualitative research is predominantly employed^[5]. In terms of research content, there are explorations of ideological and political elements within the curriculum^[6], studies on teaching models and methods^[7], as well as opinions on existing issues in curriculum ideological and political education and suggestions for countermeasures^[8]. In summary, the research on course ideology and politics in "Preschool Child Development Psychology" is a long-term and systematic process that involves multi-dimensional and interdisciplinary collaboration. Although existing research has significant reference value, there is still considerable room for exploration in the empirical exploration of "Preschool Child Development Psychology," and in the implementation and refinement of ideological and political elements in specific teaching content and methods.

3. Principles of Ideological and Political Education Teaching Design in the "Child Development Psychology" Course for Preschool Education Majors

Incorporating ideological and political elements into the teaching of "Child Development Psychology" does not mean that each class and chapter must mechanically and dogmatically embed them. Instead, it should be integrated in a systematic and ingenious way by combining the characteristics of the discipline, following the laws of ideological and political education, and carefully polishing the teaching design. Specifically, the following principles should be adhered to:

3.1. The principle of seeking truth from facts

The selection of teaching content should comprehensively and truly reflect the tremendous achievements and outstanding results made in the construction of our country's socialist preschool education since its founding, while also facing existing preschool education issues and social concerns. This allows students to deeply understand the complexity, arduousness, and challenges of preschool education, thereby stimulating their sense of social responsibility and mission, making them preschool educators in the new era who have both knowledge and emotional commitment.

3.2. The principle of inspiring innovation

The selection of teaching methods should be flexible and diverse, inspiring innovation. Modern information technology should be ingeniously employed to present new ideas, concepts, technologies, and methods in preschool education from all dimensions and in a three-dimensional manner, using a novel discourse system that students find engaging. This approach allows students to be cultivated and influenced in the subtle and imperceptible new form of ideological and political teaching within the "Child Development Psychology" course, thereby achieving guidance in

preschool educational thought and political identification.

3.3. The principle of focusing on practical results

In terms of teaching evaluation and feedback, a variety of methods such as regular random conversations, surveys, and feedback from internship units should be employed to dynamically monitor the effectiveness of the implementation of ideological and political education in the "Child Development Psychology" course, and make timely adjustments based on the actual reception by students. This approach aims to change the current examination methods that emphasize outcomes over processes and written tests over practical experience. It explores the establishment of a people-oriented multi-dimensional course ideological and political evaluation system, effectively bridging the "last mile of education."

4. Exploration of Ideological and Political Education Teaching Design in the "Child Development Psychology" Course for Preschool Education Majors

The target audience for this course is freshman students who generally lack foundational knowledge in their major but are curious and interested in psychology, showing a strong thirst for knowledge and spirit of exploration. When designing and implementing the ideological and political education for this course, this characteristic of the students should be fully considered. The teaching should adhere to the guidance of Marxist theory and delve into the ideological and political educational resources of the course. In line with the standards for cultivating talents in the new era, the ideological and political education goals for each chapter should be refined[9], the classroom teaching ideas and methods should be organized, and the specific content, links, and steps of the ideological and political education should be deeply designed. Efforts should be made to explore the establishment of a student-centered, scientifically sound, and multi-dimensional evaluation system for ideological and political education.

4.1. Refine the educational goals of the course and clarify the value of ideological and political education

In accordance with the "13th Five-Year Plan" for vocational education national planning series of textbooks "Child Development Psychology," an in-depth study of the content of each chapter should be conducted to attempt to extract the educational goals of ideological and political education, in order to address the issue of "what kind of person to cultivate." For specific content, see Figure 1.

Course Content	Ideological and Political Education Goals
Chapter 1: Introduction to the Psychological Development of Preschool Children	1. Respect the characteristics and laws of children's psychological development, and cultivate a sound personality; 2. Be able to apply scientific methods for empirical inquiry, developing a pragmatic, diligent, and rigorous scientific attitude and spirit.
Chapter 2: Attention Development in Preschool Children	1. Emphasize the cultivation of focus and awareness of rules to enhance the sense of professional mission; 2. Uphold truth and righteousness, and improve professional ethics of patriotism, law-abiding, and standardized teaching.
Chapter 3: Sensory and Perceptual Development in Preschool Children	1. Enhance mental, visual, auditory, and physical strength, using both body and mind, cultivating both internal and external qualities to optimize professional ethical literacy; 2. Establish a high degree of political awareness, awareness of the bigger picture, core consciousness, and awareness of aligning with the central guidelines.
Chapter 4: Memory Development in Preschool Children	1. Visit and tour the former residences of revolutionary figures and understand the heroic and arduous history of revolutionary predecessors, in order to deeply engrave the red genes into the heart and mind; 2. Establish a sense of responsibility for problems, face challenges without evasion or procrastination, and have the courage to take responsibility, firmly executing tasks.
Chapter 5: Development of Imagination in Preschool Children	1. Consciously integrate personal aspirations into the cause of the Party and the nation, never forgetting the original intention and keeping in mind the mission of education; 2. Firmly establish the professional ideal of being a teacher in learning and a model in behavior, and practice the core values of socialism.
Chapter 6: Cognitive Development in Preschool Children	1. Develop dialectical thinking, and evaluate oneself and children objectively and fairly, viewing the strengths and weaknesses of children in a balanced manner. 2. Cultivate systematic thinking, and strive to become a well-rounded socialist builder and successor with moral, intellectual, physical, aesthetic, and labor education; 3. Embody the spirit of "daring to venture and being innovative," and stimulate creative vitality through personal practice.
Chapter 7: Language Development in Preschool Children	1. Standardize the writing of Chinese characters, while taking into account local dialects and ethnic languages, strengthen the use of Mandarin, and establish a sense of cultural community of the Chinese nation; 2. Inherit the essence of thought in the excellent Chinese culture and promote the contemporary value of Chinese culture, cultivate children's Chinese sentiments, and shape children with a Chinese soul.
Chapter 8: Emotional and Affective Development in Preschool Children	1. Integrate the love for the motherland and the people with the love for the preschool education career, cultivating a noble and selfless professional character; 2. Through the edification of beauty found in nature, social life, and artistic skills, refine one's sentiments, enhance personal aesthetic literacy, and stimulate artistic creativity.
Chapter 9: Development of Willpower in Preschool Children	1. Strengthen physical fitness and temper the willpower. 2. Adhere to the confidence in the path, theory, system, and culture of socialism with Chinese characteristics. 3. To be a good teacher with ideals and beliefs, moral sentiments, solid knowledge, and a heart of benevolence.
Chapter 10: Development of Personality in Preschool Children	1. Shape a correct outlook on the world, life, and values; 2. Respect the individual differences of young children and help them properly button the first button in life; 3. Enrich knowledge, broaden horizons, and enhance one's ability to teach and educate.
Chapter 11: Development of Social Behavior and Interpersonal Relationships in Preschool Children	1. Comply with discipline and laws, be dedicated to your job, enhance teamwork and collaborative abilities, and develop a friendly character; 2. Pay attention to the physical and mental health of young children, provide them with systematic labor education, enabling them to have self-respect and confidence, and to possess a healthy and positive social mindset.

Figure 1: Ideological and Political Education Goals for Cultivating Students in the "Child Development Psychology" Course

4.2. Integrate professional ideological and political content, and innovate in teaching models and methods

In terms of teaching content, the selection of classroom teaching content for "Child Development Psychology" is optimized around ideological and political elements such as "moral cultivation, mission undertaking, cultural confidence, ideological guidance, spirit of labor, and awareness of the bigger picture." The integration aims for breakthroughs and innovation, continuously expanding the breadth, depth, and warmth of the course's ideological and political education. For specific examples of content, see Figure 2.

Teaching Content	Ideological and Political Elements	Integrating ideological and political elements into the teaching content examples.
Chapter 1: Introduction to the Psychological Development of Preschool Children	1. Pragmatic and truth-seeking 2. Scientific spirit	Theoretical Lecture: Introduce the life and main ideas of Zhu Zhixian, a founder of modern Chinese psychology, to inspire students' love for the party, selfless dedication, and passion for the education career; to cultivate a deep love for the country in their hearts. Practical Session: When teaching research methods in preschool child psychology, students can be guided to develop observation plans and design observation tables in groups. They can then conduct field observations and record the behavior of young children during the flag-raising and national anthem singing ceremonies at kindergartens on a weekly basis. This hands-on practice of scientific research methods aims to cultivate a solid and rigorous scientific spirit among students.
Chapter 2: Attention Development in Preschool Children	1. Stay focused 2. Be down-to-earth	Theoretical Lecture: When narrating the story of "Little Soldier Zhang Ga," present all the images related to the story and secure them with star-shaped magnetic clips (the star-shaped magnetic clips are irrelevant distractions; when narrate the first picture, the other pictures also serve as irrelevant distractions). This approach allows students to receive red education while inspiring them to explore methods for training children's attention in preschool settings. Practical Session: Allow students to create their own pictures related to the theme of the red revolution to play a "spot the difference" game, which enhances their focus while also accumulating teaching experience and materials for future preschool education.
Chapter 3: Sensory and Perceptual Development in Preschool Children	1. Awareness of the bigger picture 2. Integration of physical and mental efforts 3. Unity of knowledge and action	Theoretical Lecture: When explaining the laws of perception, ask students to observe the Five-Starred Red Flag on the playground before class and share in class whether there is a difference between the flag during the day and at night. The teacher uses colored lights to shine on a small red flag and asks students to further observe whether the red flag has changed. This is to enlighten students to understand the difficulty of perceptual constancy. Practical Session: Organize students to play the game "I am a Little Red Soldier." By following commands to perform the same or opposite actions, it enhances students' understanding of spatial perception training methods and cultivates their collective consciousness, alignment awareness, and overall situation awareness.
Chapter 4: Memory Development in Preschool Children	1. Cultural Heritage 2. Mission Undertaking	Theoretical Lecture: Organize students to log in to the "Guangdong Online Red Exhibition Hall" online and take a virtual tour of sites such as the "Hai Feng Red Palace and Red Square Former Site" and "Peng Pai Martyr's Former Residence" to strengthen students' memory of red images and emotional memory, inherit the revolutionary spirit, and cultivate noble teacher ethics. Practical Session: Listen to the song "Where Has the Time Gone?" and guide students to reflect on their daily lives and discuss what they have done related to the preschool education major. This activity aims to inspire students to cherish time and devote their limited lives to the infinite cause of preschool education.
Chapter 5: Development of Imagination in Preschool Children	1. Moral Cultivation 2. Mission Undertaking	Theoretical Lecture: Ask students to use the professional knowledge they have learned in class to analyze the children's paintings they have collected. Based on the characteristics of children's imagination development displayed in their paintings, design corresponding teaching segments to promote the better development of children's imagination and simulate the presentation of some teaching segments. Practical Session: With the theme of "Chinese Dream," carry out a painting game. The specific rules of the game are: organize students to take turns adding one brush stroke each time to collectively draw a beautiful blueprint of the motherland. Through this activity, stimulate students' love for their country.
Chapter 6: Cognitive Development in Preschool Children	1. Dialectical thinking 2. Adhere to the correct path and innovate	Theoretical Lecture: Use the "brainstorming method" to ask students to discuss what qualities are needed to become a well-rounded and excellent preschool teacher with strong professional knowledge and skills, who is both politically conscious and specialized. While exercising students' divergent thinking, guide students to develop comprehensively in morality, intelligence, physical fitness, aesthetics, and labor. Practical Session: Guide students to collect as many game play methods as possible that can promote the development of thinking skills in preschool children, working in groups; Exercise creativity to adapt the rules of these games as much as possible, contributing collective wisdom and accumulating materials for thinking games, while stimulating students' innovative and practical abilities.
Chapter 7: Language Development in Preschool Children	1. Cultural Confidence 2. Ideological Leadership	Theoretical Lecture: Guide students in reciting the poem "Chinese Characters, Chinese People" with emotion; design appropriate actions for young children to imitate based on the content of the poem; while strengthening students' clear and standardized pronunciation, enhance their confidence and pride in the excellent traditional Chinese culture. Practical Session: Try to make a "Red Songs" music box for young children, to exercise their ability to pronounce clearly and convey the context of Chinese culture.
Chapter 8: Emotional and Affective Development in Preschool Children	1. Patriotic Sentiments 2. Moral Education and Character Building 3. Educating and Nurturing with Aesthetics	Theoretical Lecture: Watch the video clip of "Shang Gan Ling" and guide students to understand the difference between emotions and feelings, deepening their sense of patriotism. Practical Session: Guide students to collect images and information related to China's intangible cultural heritage in groups, enabling them to experience the charm of intangible cultural heritage while enhancing their cultural confidence. This activity aims to inspire a sense of pride and belonging to the excellent traditional Chinese culture.
Chapter 9: Development of Willpower in Preschool Children	1. Strengthen physique 2. Temper willpower 3. Strive and fight.	Theoretical Lecture: Encourage students to collect and share the touching stories of the most beautiful teachers in China who have moved the nation, clarify their direction of effort, and strive to be good teachers with ideals and beliefs, moral integrity, solid knowledge, and a heart of love, continually striving to reach the pinnacle of education. Practical Session: Utilize internship and practical opportunities to encourage students to attempt delayed gratification experiments, analyze and document the manifestations of willpower in young children. While reinforcing the knowledge from Chapter One on conducting scientific research with empirical methods, this also strengthens the students' comprehension of self-discipline.
Chapter 10: Development of Personality in Preschool Children	1. Respect differences 2. Balance leniency with strictness.	Theoretical Lecture: Ask students to create their own picture books titled "My Skills Are Great Too" and share them with each other. While understanding each other's strengths and building self-confidence, they also appreciate the importance of respecting individual differences among young children and the concept of teaching students according to their aptitude. Practical Session: Utilize internship and practical opportunities to encourage students to conduct the "Red Dot Experiment," analyze and document the manifestations of self-awareness in young children. While consolidating the knowledge from Chapter One on employing empirical methods for scientific research, this also deepens students' comprehension of self-awareness.
Chapter 11: Development of Social Behavior and Interpersonal Relationships in Preschool Children	1. Abide by discipline and law 2. Be kind and friendly 3. Spirit of labor	Theoretical Lecture: Organize the game "Find a Friend" to develop students' proactive and enjoyable psychological qualities of social interaction in a relaxed and pleasant environment, and enhance the cohesion of the class group. Practical Session: Guide students to design a table in groups to observe the frequency of aggressive behaviors in children of different age stages, record and analyze the differences in aggressive behaviors between boys and girls. While consolidating the knowledge from Chapter One on using empirical methods for scientific research, this also deepens students' understanding and recognition of aggressive behaviors and their characteristics.

Figure 2: Examples of Integration of Ideological and Political Elements in the Teaching Content of "Child Development Psychology"

In terms of teaching models and methods, a "three-point-one-mainline" flipped classroom model is constructed, focusing on the combination of traditional teaching methods and modern information technology. By utilizing the "ChaoXing Learning Platform," a list of questions is posted before class to guide students to explore the ideological and political issues in the "Child Development Psychology" course in groups, aiming to achieve the goal of "ideological and political enlightenment." During the class, centered around the list of questions, teachers adopt a variety of teaching methods. It is necessary not only to integrate learning and thinking, expand the information volume of professional course ideological and political teaching, and clarify the real issues behind the principles; but also to guide students to think and practice in combination with the needs of national social development, their own life reality, and the professional standards of preschool education positions. Through multi-directional and multi-level interactive learning between teachers

and students, "ideological and political integration" is realized. After class, based on the list of questions, students are guided to conduct independent inquiry on some of the content in professional ideological and political courses as research and practical activity themes, in order to achieve the integration of knowledge and action. While promoting the efficient transformation of related learning outcomes, the predetermined goal of "ideological and political consolidation" is achieved, thus realizing the mainline of holistic education in professional courses. For more details on the model, see Figure 3.

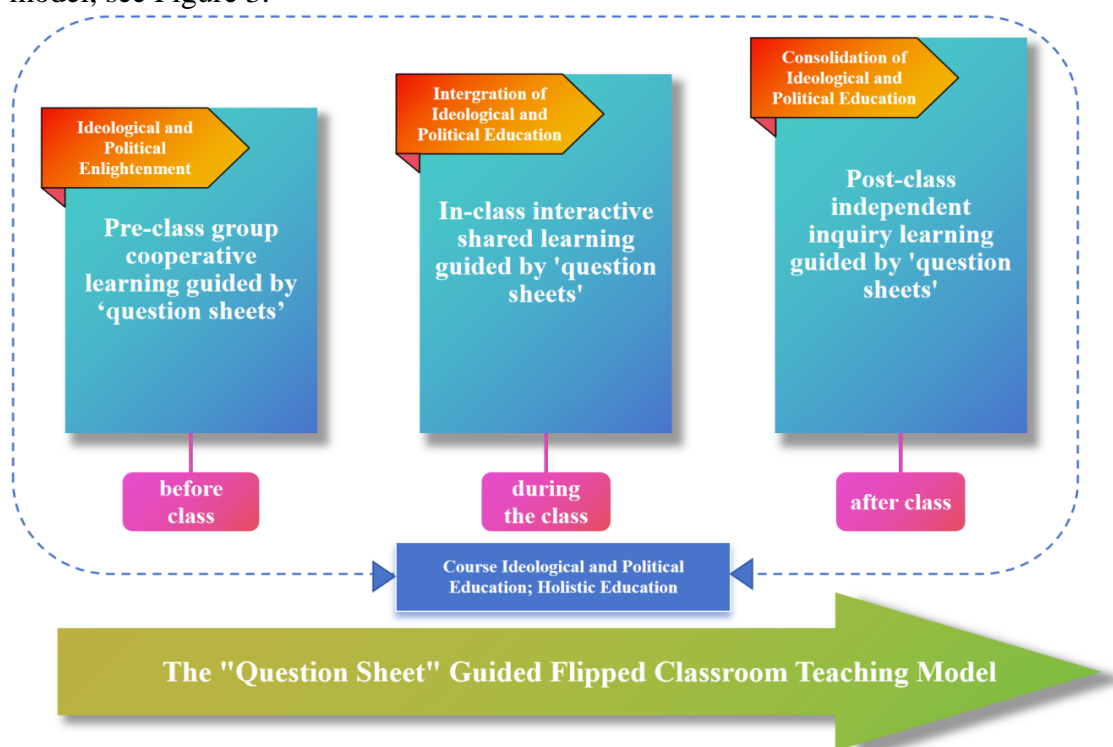


Figure 3: "Three-Point-One-Mainline" Flipped Classroom Teaching Model

4.3. Construct a multi-dimensional evaluation system to enhance the effectiveness of ideological and political education

The establishment of a student-oriented, scientific, and rational multi-dimensional evaluation system for the ideological and political education in the "Child Development Psychology" course is explored in order to leverage the motivational, guiding, diagnostic, and regulatory functions of course evaluation. In terms of evaluation subjects, the approach is primarily based on self-assessment by students, self-assessment by teachers, and mutual evaluation among students (within groups and across the entire class). Additionally, regular feedback from vocational college preschool education teachers, teaching supervisors, kindergarten directors, outstanding kindergarten teachers, and industry experts is actively sought. The system adheres to the principle of "three combinations" in evaluation forms and aims dimensionally to promote the development of students' professional literacy and practical skills, closely align with the career development needs of preschool education, and dynamically monitor students' performance throughout the entire professional course to achieve the fundamental purpose of moral education. For specific content, see Figure 4

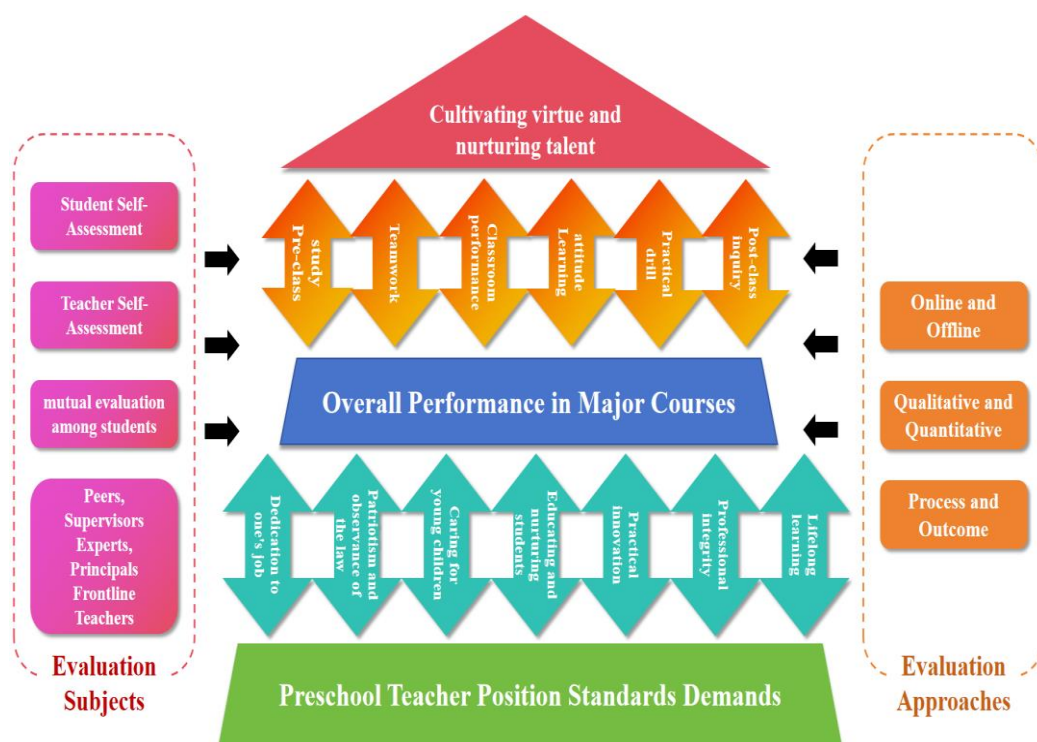


Figure 4: Student-Centered Multi-Dimensional Curriculum Ideological and Political Education Evaluation System

5. Conclusion

The construction of ideological and political education in the "Child Development Psychology" course is a long-term and systematic project. It requires professional course teachers to continuously improve their professional knowledge and political literacy, carefully select content for ideological and political education, clarify the educational goals of ideological and political education, innovate in teaching models and methods, and establish a multi-dimensional evaluation system for ideological and political education. This approach aims to achieve the educational and heart-nurturing goals of the "Child Development Psychology" course from multiple dimensions, thereby promoting the high-quality development of the professional discipline.

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