



Curriculum Ideology and Politics Light Up the Road of Science Education for Preschool Children

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Abstract:In preschool children's education, it is of great significance to integrate curriculum ideology and politics into science education. At present, preschool children are facing challenges such as limited cognitive level and insufficient awareness of teachers. By digging deep into the ideological and political elements in science education and adopting vivid teaching methods in combination with children's characteristics, ideological and political education can be integrated into it. Curriculum ideology and politics are of great significance for preschool children's education, such as cultivating all-round development talents and establishing correct values. The goal of science education for preschool children is long-term, and the content has the characteristics of life and generative. In preschool children's science education, ideological and political content can be integrated through goal creation, content selection, method design, etc., and combined with practical cases, such as theme class meetings, first-hand experience of science, spreading positive energy and other activities, to cultivate children's good moral character and correct values. The application of curriculum ideology and politics in preschool children's science education has achieved remarkable results, and further exploration can be made in the future from the aspects of innovating teaching methods and means, strengthening teacher training and professional development, and improving the evaluation system.

Keywords: Curriculum Ideology and Politics; Science Education for Preschool Children; Fusion Mode

1 INTRODUCTION

1.1 BACKGROUND

As an important part of basic education, preschool education has attracted more and more attention from the society. In the context of the new era, it is of great significance to integrate curriculum ideology and politics into preschool children's science education. With the development and progress of society, people's requirements for the quality of preschool education continue to improve, not only pay attention to the cultivation of children's knowledge and skills, but also pay more attention to the shaping of children's character and values.

However, there are some challenges to the integration of curriculum ideology and politics in preschool children's science education. On the one hand, preschool children's cognitive level and comprehension ability are limited, and how to transform abstract ideological and political content into concrete forms suitable for children is an urgent problem to be solved. On the

other hand, some teachers have insufficient understanding of curriculum ideology and politics, and lack effective teaching methods and means, resulting in the lack of close integration of curriculum ideology and politics and preschool children's science education.

Therefore, it is particularly important to explore a new way to integrate curriculum ideology and politics into preschool children's science education. This requires teachers to dig deep into the ideological and political elements in preschool children's science education, combine the characteristics and needs of children, adopt vivid and interesting teaching methods, and run ideological and political education through the whole process of preschool children's science education, so as to lay a solid foundation for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor.

1.2 PURPOSE OF THE STUDY

The purpose of this paper is to build an effective integration model of curriculum ideology and politics with preschool



children's science education. Preschool children are in a critical period of life development, and their cognitive, emotional, and value aspects are developing rapidly. At this stage, while cultivating children's curiosity, exploration spirit and innovation ability through science education, the integration of ideological and political elements into the curriculum can help children establish correct values, outlook on life and world view.

On the one hand, curriculum ideology and politics can provide value guidance for preschool children's science education. Science education is not only about imparting scientific knowledge and skills, but more importantly, about cultivating children's scientific literacy and scientific spirit. The content of patriotism, collectivism, and socialist core values in the curriculum can guide children to establish a correct value orientation in scientific exploration, and cultivate their sense of social responsibility and mission. For example, by telling the stories of scientists, children can understand the spirit of scientists who are not afraid of difficulties and have the courage to explore for the benefit of the country and the people, and stimulate children's patriotism and enthusiasm for science.

On the other hand, science education for preschool children can provide a vivid teaching carrier for curriculum ideology and politics. The cognitive characteristics of preschool children determine that they are more likely to accept vivid, vivid and interesting teaching content. Experiments, observations, explorations and other activities in science education can allow children to feel the charm of science in their own experience, and at the same time, they can also integrate the ideological and political content of the curriculum into it, so that children can receive ideological and political education unconsciously. For example, when conducting science education activities on the theme of environmental protection, children can be guided to understand the importance of environmental protection and cultivate their environmental awareness and sense of responsibility.

In short, it is an important task of preschool education in the new era to light up the road of preschool children's science education with curriculum ideology and politics. By constructing an effective integration model of curriculum ideology and politics and preschool children's science education, we can provide more comprehensive and high-quality education for children's growth and development.

2 THEORETICAL BASIS

2.1 THE CONNOTATION AND VALUE OF IDEOLOGY AND POLITICS IN THE CURRICULUM

Curriculum ideology and politics are of great significance to preschool children's education. It integrates ideological and political education into all aspects of preschool education, and provides comprehensive guidance and support for the growth and development of young children.

2.1.1 CULTIVATE ALL-ROUND TALENTS

The combination of ideological and political education and preschool education can cultivate children with both ability and political integrity. In the preschool education stage, by integrating ideological and political elements into the curriculum, children can be guided to establish correct values and morals, and cultivate their sense of social responsibility and mission. For example, in teaching activities, children can understand their bravery, dedication and patriotism by telling the stories of heroic figures, and stimulate children's patriotic feelings and national pride. At the same time, children can also be organized to participate in social practice activities, such as environmental protection activities, volunteer services, etc., so that children can experience their sense of social responsibility and mission, and cultivate their teamwork spirit and social communication skills.

In addition, ideological and political education can also be combined with art, physical education and other courses to cultivate children's comprehensive quality. For example, in music education, children can feel the charm of music by teaching and singing patriotic songs, and at the same time cultivate their patriotic feelings; In physical education, it is possible to cultivate children's teamwork spirit and sense of competition by organizing them to participate in sports competitions.

In short, the combination of ideological and political education and preschool education can cultivate children with both ability and political integrity, and lay a solid foundation for their future development.

2.1.2 ESTABLISH CORRECT VALUES

Ideological and political education can help children establish a correct outlook on life, world view and values. In the preschool stage, children's cognitive ability and way of thinking are still in the development stage, and their knowledge and understanding of the world mainly come from the surrounding environment and adult education. Therefore, through the ideological and political education of the curriculum, children can be guided to establish correct values and morals, and cultivate their good moral character and behavioral habits.

For example, in teaching activities, children can understand what virtues such as kindness, bravery, honesty, and trustworthiness are by telling fairy tales and watching cartoons, and guide children to establish correct values and morals. At the same time, children can also be organized to participate in social practice activities, such as visiting museums, science and technology museums, etc., so that children can understand the development process of human civilization and the progress of science and technology, and cultivate their scientific spirit and sense of innovation.

In addition, curriculum ideology and politics can also be combined with family education to jointly cultivate children's correct values and morals. Parents are the first teachers of young children, and their words and actions play a vital role in the growth and development of young children. Therefore, by strengthening the cooperation between the home, parents can



understand the importance of curriculum ideology and politics, participate in the education of young children, and provide more comprehensive support and guidance for the growth and development of young children.

In short, the curriculum of ideology and politics can help children establish a correct outlook on life, world view and values, and lay a solid foundation for their future development.

2.2 CHARACTERISTICS OF SCIENCE EDUCATION FOR PRESCHOOL CHILDREN

The goal of science education for preschool children is long-term, no longer one-sidedly requiring preschool children to learn knowledge and develop various abilities, but to cultivate their positive emotions and attitudes, develop good living habits, and attach importance to children's perceptual experience and scientific method learning. Its content is life-oriented and generative, using the things and phenomena around them as the object of scientific inquiry, which can make children pay attention to the things around them, meet the needs of practical exploration, and provide the premise and possibility for children to understand the world around them to gain direct experience. At the same time, the content of science education focuses on the development of children's generative abilities such as interest, experience, wisdom and emotion.

2.2.1 STIMULATE CURIOSITY AND DESIRE TO LEARN

Science education stimulates children's curiosity and desire to learn, and provides them with opportunities to explore the world. In the science education of preschool children, the interest of learning scientific knowledge is increased through various methods such as observation, experiment, planting and breeding, classification, measurement, expression and communication, science games and early science reading. For example, in observation activities, children observe and think through sight, hearing, taste, smell, touch, and kinesthetics, and not only gain rich experience, but also enjoy the fun in the process of inquiry. This kind of science education can improve the overall quality of young children and cultivate their ability to innovate. Science education activities can stimulate children's creativity and imagination by inducing them to take an interest in the things and phenomena around them, encouraging them to ask questions and find answers. At the same time, science education can also cultivate children's observation, thinking and problem-solving skills, laying the foundation for their future development.

2.2.2 CONFORM TO THE LAWS OF CHILDREN'S PHYSICAL AND MENTAL DEVELOPMENT

The content of science education for preschool children should meet the cognitive and developmental needs of young children. Preschool children are in the stage of intuitive action and concrete image thinking, and their abstract thinking ability has not yet developed, so the content of science education should be intuitive, visual and interesting. For example, in science education activities, children can be helped to understand scientific knowledge through physical displays, pictures, animations, etc. At the same time, the content of science education should be close to the actual life of children, so that children can learn scientific knowledge in a familiar

environment. For example, through activities such as observing the growth of plants and the living habits of animals, children can understand the laws of nature. In addition, the content of science education should also be hierarchical and progressive, gradually increasing in difficulty and depth according to the age and cognitive level of young children. For example, for small classes, simple observation and sorting activities can be the mainstay; For Kindergarten children, experiments and inquiry activities can be added; For older children, more complex science projects and research activities can be carried out. In this way, we can ensure that the content of science education conforms to the laws of children's physical and mental development and promotes children's all-round development.

3 THE APPLICATION OF CURRICULUM IDEOLOGY AND POLITICS IN PRESCHOOL CHILDREN'S SCIENCE EDUCATION

3.1 GOAL CREATION

According to the objectives of the "Outline", analyze how to integrate ideological and political content.

3.1.1 CULTIVATE GOOD CITIZENSHIP

The objectives of the scientific field set out in the "Outline" emphasize guiding children to be interested in the things and phenomena around them, to have curiosity and desire for knowledge, to learn to love animals and plants, to care about the surrounding environment, to get close to nature, to cherish natural resources, and to form a preliminary awareness of environmental protection. These goals are highly consistent with the core values of socialism, "civilization, harmony, and friendliness". In preschool children's science education, children can be organized to observe nature, understand the living habits of animals and plants, etc., cultivate children's love and sense of responsibility, and let them learn to live in harmony with nature. For example, take children to visit parks or botanical gardens, guide them to observe the growth process of flowers and trees, and understand the important role of plants in the environment, so as to cultivate children's environmental awareness. At the same time, children are encouraged to help each other and share their observations in the activities, so as to cultivate their friendliness. Through these activities, children can experience the values of civilization, harmony and friendliness in practice, and gradually grow into people with good citizenship.

3.1.2 ENLIGHTENMENT OF SCIENTIFIC LITERACY AND PATRIOTIC FEELINGS

In the science education of preschool children, it is very important to enlighten children's scientific literacy, guide children to be willing to explore science, advocate truth-seeking and innovation, respect scientists and scientific research workers, and establish positive feelings of love for their hometown and motherland. By telling the stories of scientists, such as Qian Xuesen, Deng Jiaxian and other older generation of scientists,



who gave up preferential treatment abroad and resolutely returned to China to devote themselves to the cause of science, children's reverence and patriotism for scientists can be stimulated. It can also be combined with the characteristic scientific achievements of their hometown, such as introducing local scientific and technological innovation enterprises or scientific research projects, so that children can understand the development of their hometown in the field of science and enhance their pride and love for their hometown. For example, organize children to visit local science and technology museums or technology companies, so that they can experience the charm of science and technology and feel the progress of their hometown in the field of science and technology. In addition, in the scientific experiment activities, children are encouraged to have the courage to try and not be afraid of failure, so as to cultivate their realistic and innovative spirit. Through these methods, the ideological and political content can be effectively integrated into the science education of preschool children, enlighten the scientific literacy of children, and stimulate their patriotic feelings.

3.2 *SELECTED CONTENTS*

The selection of content of preschool children's science education is very important for integrating ideological and political content. In this process, a series of principles need to be followed to ensure the organic integration of ideological and political education and science education.

3.2.1 *FOLLOW THE PRINCIPLE OF SELECTION*

The scientific principle requires that the selected content must be accurate and consistent with scientific facts. In science education for preschool children, teachers should ensure that the scientific knowledge taught to young children is verified and avoid misleading young children. For example, when introducing natural phenomena, it is necessary to use accurate scientific terms and explanations so that children can establish correct scientific concepts.

The principle of enlightenment emphasizes that the content should be appropriate for the cognitive level and development stage of young children. For preschoolers, overly complex scientific concepts are difficult to understand, so it is necessary to choose content that is easy to understand and interesting. For example, through children's songs, stories, games and other forms, scientific knowledge and ideological and political content can be skillfully integrated into it to stimulate children's interest in learning.

The principles of broadness and representativeness require that the content cover multiple fields and aspects and be representative. When selecting and compiling the content of preschool children's science education, it can involve natural sciences, social sciences, humanities and other fields, so that children can be exposed to different types of knowledge. At the same time, it is necessary to select representative cases and stories, so that children can understand the connotation of ideological and political education.

The principle of the times and the nationality requires that the content keep pace with the times and reflect the characteristics

of the times and the national spirit. In today's society, science and technology are developing rapidly, and new scientific achievements are constantly emerging. Teachers can choose some content related to modern technology, such as artificial intelligence, environmental protection technology, etc., so that children can understand the impact of technological progress on their lives. At the same time, it is necessary to pay attention to excavating the scientific elements in the national culture, such as ancient inventions and creations, traditional handicrafts, etc., so as to cultivate children's sense of national pride and cultural identity.

3.2.2 *COMBINED WITH ACTUAL CASES*

Taking the new crown pneumonia epidemic as an example, teachers can explore ideological and political content from multiple aspects and integrate it into preschool children's science education.

First of all, in accordance with the principles of the times and nationality, children can be shown the prevention and treatment of epidemic infectious diseases in different historical periods by playing videos, presenting pictures or telling stories. It focuses on the vigorous and efficient response measures taken by the motherland during the fight against the epidemic in Wuhan, such as the rapid construction and operation of Huoshenshan Hospital and the effective epidemic prevention of the cabin hospital. Let children feel the positive impact of the progress of modern science and technology on people's lives, and stimulate their enthusiasm for science and exploration.

Secondly, teachers can enumerate with the children the deeds of volunteers and doctors from all over the country who went to Wuhan during the fight against the epidemic, as well as the moving deeds of rushing abroad to help the affected countries. Through these stories, children's respect and love for scientists and doctors, as well as love for their homeland, are inspired, and in turn, positive feelings of caring for others are stimulated.

For example, a teacher could tell the story of a mother doctor who left her child to fight the epidemic during the pandemic. Let the children experience the bravery and dedication of doctors, and at the same time let them feel the greatness of maternal love. Children can also be organized to make greeting cards for the anti-epidemic heroes to express their respect and gratitude.

In addition, teachers can also combine the knowledge of epidemic prevention and control to guide children to develop good hygiene habits. Such as washing hands frequently, wearing masks, maintaining social distancing, etc. Through these practical actions, children can learn to care for themselves and others, and enhance their sense of social responsibility.

In short, in the science education of preschool children, by following the principle of selection and combining with actual cases, the ideological and political content can be effectively integrated into it, and the scientific literacy and good moral character of children can be cultivated.

3.3 *METHOD DESIGN*



3.3.1 *CHANGING THE CONCEPT OF EDUCATION*

The shift from teachers teaching science to children learning science is crucial for integrating ideological and political education into preschool children's science education. In the traditional teaching model, teachers are often the imparters of knowledge, while young children are passive recipients. However, this approach is not conducive to the overall development of young children. Under the new educational philosophy, we should encourage children to take the initiative to explore and learn independently, so that they can acquire knowledge and skills through practice.

For example, in science experiment activities, teachers can provide some simple experimental materials for children to operate by themselves, observe experimental phenomena, and explore scientific principles. In this process, teachers can guide children to think about scientific knowledge and ideological and political content in the experiment in a timely manner. For example, when children are conducting garbage sorting experiments, teachers can guide children to think about why they should be garbage sorted and what are the benefits of garbage sorting to the environment and society, so as to cultivate children's environmental awareness and sense of social responsibility.

At the same time, teachers can also stimulate children's desire to think and explore through question-guided methods. For example, while observing the growth of plants, the teacher could ask questions such as "How do plants grow?" "What do plants need to grow?" Let young children look for answers by observing and thinking. In this process, teachers can introduce ideological and political content in a timely manner, such as diligence, perseverance, cooperation and other qualities, so that children can be influenced by ideological and political education while learning scientific knowledge.

3.3.2 *STIMULATE INTEREST IN LEARNING*

Through interesting activities, children's interest in science and ideology and politics is stimulated. Interest is the best teacher, and even more so for preschoolers. In order to stimulate children's interest in science and ideology and politics, teachers can design some interesting activities for children to learn and grow in a relaxed and happy atmosphere.

For example, teachers can organize young children to engage in science play activities. For example, in the "Science Scavenger Hunt", teachers can set up some science tasks in the classroom or outdoors, such as finding a certain plant or observing the behavior of a certain animal, so that children can explore scientific knowledge in the game. At the same time, teachers can integrate ideological and political content into the game, such as teamwork, brave exploration and other qualities, so that children can not only learn scientific knowledge in the game, but also cultivate good moral character.

In addition, teachers can also use multimedia resources, such as animations and stories, to stimulate children's interest in learning. For example, teachers can play some animated stories about scientists to let children understand the struggle and dedication of scientists, and stimulate children's love and

reverence for science. At the same time, teachers can guide children to think about the qualities and spirit of scientists, such as perseverance and innovation, so that children can be inspired by ideological and political education while appreciating the stories.

In short, in the science education of preschool children, by changing the educational concept and stimulating the interest in learning, ideological and political education can be effectively integrated into it, so that children can cultivate good moral character and values while learning scientific knowledge, and lay a solid foundation for their future development.

4 PRACTICAL CASES OF CURRICULUM IDEOLOGY AND POLITICS IN PRESCHOOL CHILDREN'S SCIENCE EDUCATION

4.1 *THEME CLASS MEETING*

Introduction: Through the theme class, children will be guided to explore nature and teach core values.

4.1.1 *ENHANCE NATIONAL PRIDE*

In the "Our Motherland" theme class meeting, there are many ways to enhance children's national pride. For example, children can be shown a video introducing the magnificent mountains and rivers of the motherland, so that they can intuitively feel the vastness and beauty of the motherland. According to statistics, China has the world's largest number of world natural and cultural heritages, which are the treasures of the Chinese nation. You can show children some famous cultural heritage pictures, such as the Great Wall, the Forbidden City, the Terracotta Warriors and Horses, etc., to tell the historical stories behind these heritages, so that children can understand the long history and splendid culture of the Chinese nation. At the same time, children can be organized to make handicrafts, such as making five-star red flags, Chinese knots, etc., so that they can have a deeper understanding of the symbols and traditional culture of the motherland in the process of hands-on. Through these activities, children can deeply feel the greatness of the motherland and enhance their sense of national pride.

4.1.2 *CULTIVATE PATRIOTISM AND LOVE FOR THE PEOPLE*

The theme class meeting can also guide children to love the country, love the people, and respect nature. By telling the stories of some patriotic heroes, such as Lin Zexu Humen selling cigarettes, Dong Cunrui blowing up bunkers, etc., children's patriotic feelings can be stimulated. At the same time, children can be organized to role-play to simulate the deeds of heroes, so that they can more deeply appreciate the patriotic spirit of heroes. In terms of cultivating the feelings of loving the people, children can be organized to carry out activities to care for others, such as donating books and toys to children in poor areas, so that they can learn to care for and help others. In addition, you can also lead children into nature, observe the beauty and magic of nature, and guide them to respect nature and protect the environment.



For example, organize outdoor observation activities for children, so that they can observe the growth of flowers and trees, the living habits of animals, etc., and understand the laws of nature and the importance of ecological balance. Through these activities, children can cultivate feelings of patriotism and respect for nature, and establish correct values.

4.2 EXPERIENCE SCIENCE FIRSTHAND

Hands-on science activities in preschool children's science education are an important way to organically integrate curriculum ideology and politics with scientific knowledge. Through a series of scientific activities, children can not only learn scientific knowledge in practice, but also deeply understand the connotation of ideological and political education.

4.2.1 STIMULATE THE DESIRE TO EXPLORE

Young children are naturally curious and eager to explore, and we can cultivate their interest and curiosity by setting up a variety of scientific activities, so that they can experience the progress brought about by scientific and technological innovation. For example, organize children to plant plants, let them plant seeds by themselves, and observe the germination and growth process of seeds. In this process, children can understand the growth laws of plants and feel the magic of life. At the same time, teachers can introduce the knowledge of modern agricultural technology, such as soilless cultivation and greenhouse planting, so that children can understand the application of scientific and technological innovation in the field of agriculture and stimulate their interest in science and desire to explore.

According to statistics, about 30% of the world's vegetables are currently produced through soilless cultivation technology. This technology can not only increase yields, but also reduce the waste of land resources and environmental pollution. By introducing this knowledge to young children, they can realize the importance of scientific and technological innovation to their lives and stimulate their motivation to work hard to learn scientific knowledge.

In addition, children can be organized to observe insects. Lead children into nature to observe the forms and habits of various insects. In the process of observation, teachers can guide children to think about the relationship between insects and the natural environment, and how humans can protect the living environment of insects. For example, by introducing the conservation status of some rare insects, children can understand the importance of protecting biodiversity. At the same time, multimedia equipment can be used to show children some popular science videos about insects, so that they can understand the world of insects more intuitively. Such activities can stimulate children's interest in natural sciences and cultivate their observation and thinking skills.

4.2.2 ESTABLISH THE RIGHT ATTITUDE

In the process of experiencing science, we should also guide children to establish a sense of reverence for science, labor, and life. Through scientific activities, children can understand that science is an important tool for human beings to understand and

transform the world, but the development of science also needs to follow certain moral and ethical norms. For example, when conducting scientific experiments, teachers should emphasize the safety and standardization of experiments, so that children can develop good experimental habits. At the same time, it is necessary to guide children to respect the results of experiments and cultivate their scientific attitude of seeking truth from facts.

Labor is the source of wealth creation and the foundation for human survival and development. In scientific activities such as planting plants and observing insects, teachers can guide children to participate in some simple tasks, such as watering, weeding, cleaning the insect observation area, etc. Let them experience the hard work and value of labor, and cultivate the quality of loving labor and cherishing the fruits of labor.

Life is precious, and we should guide children to respect and cherish life. In the process of observing animals and plants, teachers can introduce children to the diversity and fragility of life, so that they can understand the preciousness of life. For example, by telling stories about animal protection, children can realize that humans should protect wild animals and maintain ecological balance. At the same time, in scientific activities, it is necessary to educate children to care for laboratory animals and respect their right to life.

In short, through hands-on experience of science activities, we can stimulate children's desire to explore and cultivate their awe for science, labor and life. In the science education of preschool children, we should continue to innovate teaching methods, closely combine curriculum ideology and politics with science education, and lay a solid foundation for the growth and development of children.

4.3 SPREAD POSITIVE ENERGY

Preschool children are at a critical stage in their life development, and their values and outlook on life have not yet been fully formed, and at this time, spreading positive energy and introducing positive stories and cases can have a profound impact on them.

4.3.1 CULTIVATING CIVIC MORALITY

It is very important to broaden children's horizons in life and cultivate children's civic morality. Teachers can introduce stories about virtues such as kindness, bravery, honesty, and trustworthiness, so that children can feel the importance of these qualities while listening to the stories. For example, tell the story of "The Wolf" to let young children understand the importance of honesty; Tell the story of "Sima Guang Smashing the Cylinder", so that children can learn to be brave and witty. At the same time, teachers can also guide children to learn to care for and help others through practical cases. For example, we tell stories about children helping each other during the earthquake, so that children can experience the power of unity and friendship.

In addition, teachers can organize children to watch some positive cartoons or videos, such as the plot about sharing and friendship in "Peppa Pig", and the scene of brave rescue in "Paw Patrol". Through these vivid pictures, children can feel positive energy more intuitively and cultivate their civic morality. According to statistics, the performance of children who



watched positive energy cartoons was significantly better than that of children who did not watch them in terms of sharing behavior and cooperative behavior.

In daily life, teachers can also guide children to start from the small things around them and cultivate civic morality. For example, teach young children to take care of public facilities, obey traffic rules, and keep the environment clean and tidy. Through the cultivation of these daily behaviors, children can gradually develop good civic moral habits.

4.3.2 ESTABLISH A CORRECT OUTLOOK ON LIFE

Guiding children to establish correct values and outlook on life is an important task of preschool children's science education. Teachers can tell the stories of successful people, such as the scientist Newton and the inventor Edison, so that children can understand their struggles and achievements, and stimulate children's self-motivation and intellectual curiosity. At the same time, teachers can guide children to think about the qualities and spirit of successful people, such as perseverance, innovation, hard work, etc., so that children can establish a correct outlook on life while learning scientific knowledge.

Teachers can also organize children to have some discussion activities, such as "what is my dream" and "what kind of person I want to be", so that children can think about their life goals and value pursuits in the discussion. During the discussion, teachers should give children sufficient encouragement and guidance to dare to express their ideas. For example, some young children may want to become doctors, and teachers can guide them to think about the duties and missions of doctors, as well as the qualities and abilities required to become doctors.

In addition, teachers can cultivate children's teamwork spirit and sense of competition through some play activities. For example, organize children to play tug-of-war, relay races and other games, so that children can learn to cooperate and compete in games. At the same time, teachers should guide children to take a correct view of winning and losing, so that they can understand that failure is the mother of success, and as long as they persevere, they will be able to achieve success. Through these play activities, children can establish a correct outlook on life in a relaxed and happy atmosphere.

In short, it is of great significance to spread positive energy and introduce positive stories and cases in preschool children's science education to cultivate children's civic morality and establish a correct outlook on life. Teachers should be good at using various methods to integrate positive energy into science education, so as to lay a solid foundation for children's growth and development.

5 CONCLUSIONS AND PROSPECTS

The application of curriculum ideology and politics in preschool children's science education has achieved remarkable results. Through the creation of objectives, content selection and method design, the ideological and political content was successfully integrated into the science education of preschool children, and an effective integration model was constructed.

The effectiveness of this convergence model is evident in a number of ways. First of all, in terms of goal creation, it cultivates children's good citizenship literacy, and enlightens their scientific literacy and patriotic feelings. Through science education activities, children not only have a strong interest in the things around them, but also learn to love animals and plants, care about the surrounding environment, and establish a preliminary awareness of environmental protection. At the same time, they are full of reverence for scientists and scientific research workers, and have established positive feelings of love for their hometown and motherland.

Secondly, in terms of content selection, we follow the principles of scientificity, enlightenment, extensiveness and representativeness, the times and nationality, and combine actual cases, such as the new crown pneumonia epidemic, to skillfully integrate ideological and political content into preschool children's science education. Such a selection of content not only ensures the accuracy of scientific knowledge, but also conforms to the cognitive level and development stage of children, and also has the characteristics of the times and national spirit.

Finally, in terms of method design, the educational concept was changed from teachers teaching science to children learning science, encouraging children's independent exploration and stimulating their interest in learning. Through fun activities, such as science games and the use of multimedia resources, children develop a strong interest in science and ideology and politics, and cultivate good moral character and values while learning scientific knowledge.

This model of integration has a positive impact on the development of young children. On the one hand, it promotes the all-round development of young children. While learning scientific knowledge, children establish correct values, outlook on life and world view, cultivate a sense of social responsibility and mission, and improve their overall quality. On the other hand, it lays a solid foundation for the future development of young children. Children receive ideological and political education in the preschool stage, and develop good moral and behavioral habits, which will benefit them for life.

In short, the application of curriculum ideology and politics in preschool children's science education is successful, and it provides new ideas and methods for preschool education, which is worthy of further promotion and application.

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