



The Connotative Value, Practical Difficulties and Training Path of Life Education Literacy of Preschool Teachers

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Abstract: Life education literacy is an important part of the core literacy of preschool kindergarten teachers, which includes three dimensions: the knowledge of life education, the spirit of life education and the practice of life education, which is of great value for the moral cultivation, professional development and independent development of preschool teachers. In order to cultivate the life education literacy of preschool teachers, it is necessary to clarify the training goals of life education and the value pursuit of children's life education. Secondly, it is necessary to enrich the curriculum resources of life education, optimize the means of implementation, and improve the evaluation system of life education.

Keywords: Teacher Literacy; Life Education Literacy; Teacher Professional Development

1 INTRODUCTION

The theoretical and practical exploration of modern life education in China originated in Taiwan at the earliest, and began to attract the attention of mainland scholars in the 90s of the 20th century, and was introduced to the mainland subsequently. At first, the society mainly focused on the concept and model of life education; With the deepening of research, more and more scholars have begun to pay attention to the application and practice of life education in practical teaching [1]. In 2010, the State Council promulgated the Outline of the National Medium- and Long-Term Education Reform and Development Plan, which for the first time established "life education" as a core component of national education development. At the same time, the "Kindergarten Education Guidelines (Trial)" clearly points out that the primary task of kindergartens is to ensure the safety of children's lives. Preschool teachers should not only pass on knowledge, but also guide children's life growth, which requires preschool teachers to have a high level of life education literacy. At present, there are obvious deficiencies in the life education literacy of pre-service preschool teachers in China, which are manifested in the following ways: there are deviations in the setting of life education teaching goals, lack of resource support for teaching content, single form of teaching organization, and imperfect

goal evaluation mechanism. To a certain extent, these problems affect the cultivation effect of life education literacy of preschool teachers. Therefore, it is of great significance to explore how to improve the life education literacy of preschool teachers, solve practical difficulties, and formulate effective training strategies to promote the quality of preschool education and the career development of preschool teachers.

2 THE CONNOTATION OF LIFE EDUCATION LITERACY OF PRESCHOOL KINDERGARTEN TEACHERS

The "Learning and Development Guide for Children Aged 3-6" clearly points out that early childhood education should focus on promoting the all-round development of children's physical, intellectual, moral and aesthetic education, and scientifically implement care and education. Life education is an educational activity closely related to the health, safety and survival of young children. Under the guidance of the "child-oriented" educational philosophy, the integration of life education is conducive to children's physical and mental health growth and personality development. Early childhood life education is aimed at children between the ages of 3 and 6, and their life development is easily influenced by teachers' words and deeds.



As the implementers of early childhood education, the life education literacy of early childhood teachers is an important part of their professional development. The implementation of early childhood life education depends to a large extent on the life education literacy of preschool teachers. Pre-service preschool teachers need to have a certain level of life education literacy, such as forming a correct concept of life education, and having the ability to transform theory into practice, so as to effectively guide children to understand, cherish and respect life, and help children master the necessary life knowledge and self-protection skills, and establish a correct outlook on life. Therefore, in the pre-service training stage, we should focus on strengthening the cultivation of life education literacy. The life education literacy of preschool teachers includes three aspects: life education knowledge, life education spirit and life education practice. In the composition of life education literacy, relevant theoretical knowledge is the foundation, the internal concept of life and life value are the core, and the implementation and application of life education are the external embodiment.

First, the life education literacy of pre-service preschool teachers includes "life education knowledge". Life education is a teaching activity with "life" as the core, aiming to guide pre-service preschool teachers to deeply understand the nature of life and help them recognize, cherish and respect the unique value of life. These activities not only help preschool teachers understand the meaning of the existence and development of life, but also encourage them to experience and appreciate the diversity of life on the basis of respecting life, so as to stimulate the vitality of life and develop holistically. Pre-service preschool teachers should consolidate their knowledge of life education from the following three aspects [2]. The first is the knowledge of life construction. Pre-service preschool teachers should have a comprehensive understanding of the multi-dimensional content of life education from the three dimensions of life education, spiritual education and social life, and form a complete outlook on life. The second is the knowledge of life consciousness. Pre-service preschool teachers should master the scientific knowledge of life education, cultivate a sense of bioethics, understand the universality and uniqueness of life, establish a correct ethical outlook, and cultivate a positive attitude towards life. The third is survivability knowledge. Pre-service preschool teachers should know how to teach children basic survival skills and help them master the basics of safety, health, hygiene, etc.

Second, the "spirit of life education" in the life education literacy of pre-service preschool teachers. The life literacy of pre-service preschool teachers is not only reflected in the mastery of professional knowledge, but also includes the necessary professionalism. The spirit of life education is the core driving force and professional standard of preschool teachers in the practice of life education, which can help preschool teachers better perform their duties and create a positive life education environment for children [3]. Therefore, pre-service preschool teachers should possess the following two important life education spirits. The first is to care for young children. As a future preschool teacher, it is our basic responsibility to respect every child's life. Pre-service preschool teachers should pay attention to the physical, psychological and emotional needs of

children, be familiar with the laws of children's growth, and respect the individuality and differences of each life. The second is a positive and healthy outlook on life. As the guide of life education, pre-service preschool teachers should establish a positive attitude towards life, maintain a tenacious psychological quality in the face of difficulties and challenges, and deal with various problems in life with an optimistic attitude.

Thirdly, the "life education practice" in the life education literacy of pre-service preschool teachers. In addition to requiring pre-service preschool teachers to have certain knowledge and spirit of life education, the improvement of life education literacy also needs to be transformed into life education practice. In order to promote the all-round development of young children, pre-service preschool teachers should strengthen the practice of life education from the following four aspects. The first is to develop a positive attitude towards life. Children's lifestyles and habit formation are susceptible to the teacher's lifestyle and attitudes. Therefore, pre-service preschool teachers should cultivate a healthy lifestyle, maintain an optimistic and peaceful attitude, and strive to build harmonious interpersonal relationships. The second is to maintain a continuous enthusiasm for learning. High-quality preschool education requires preschool teachers to continuously improve their professional quality and educational skills. Pre-service preschool teachers should continue to deepen their professional knowledge and abilities, master the latest theoretical and practical achievements of life education, and lay a solid foundation for future education and teaching. The third is to have the ability to reflect critically. Preschool teachers are not only the transmitters of knowledge, but also the guides on the road of children's growth. Pre-service preschool teachers should cultivate self-reflection ability, discover educational problems in a timely manner and correct their own deficiencies, so as to ensure the effective implementation of the concept of life education. Finally, it is necessary to cultivate innovative thinking. Life education requires teachers to flexibly adjust their teaching strategies according to the developmental needs of different children. Pre-service preschool teachers should learn to combine the latest educational theories with practical teaching to explore the most suitable education methods for young children.

3 THE CULTIVATION VALUE OF LIFE EDUCATION LITERACY OF PRE-SERVICE PRESCHOOL TEACHERS

First, the cultivation of life education literacy has a positive impact on the professional ethics of preschool teachers. Life education adheres to the educational philosophy of "people-oriented" and "child-oriented", emphasizing respect and love for life, which is conducive to the cultivation of professional ethics of preschool teachers. In the learning process of life education, students will gradually realize that they are the dual identity of knowledge transmitter and guardian of children, which makes them stimulate their educational feelings and sense of responsibility, and enhance their sense of responsibility and



mission for preschool education. Life education also pays attention to the cultivation of students' ethical awareness, and helps pre-service preschool teachers establish a correct outlook on education and teachers.

Second, the cultivation of life education literacy has a positive impact on the professional development of preschool teachers. On the one hand, life education has a very rich connotation, and pre-service preschool teachers can master more professional knowledge and skills and enhance their professional ability through learning. On the other hand, life education not only focuses on the learning of professional knowledge, but also includes many aspects such as emotions, attitudes, and values, which helps preschool teachers to form the concept of whole-person education. Only by deeply understanding the core concepts of life education can pre-service preschool teachers pay more attention to the cultivation of children's physical and mental health, emotional growth and values. This change in mindset has helped preschool teachers to develop a more holistic view of education, enabling them to better adapt to the needs of society and educational development [4].

Thirdly, the cultivation of life education literacy has a positive impact on the independent growth of preschool teachers. Life education emphasizes that teachers pay attention to their own and students' life growth in the education process, which makes pre-service preschool teachers pay more attention to self-reflection and improvement. In the process of in-depth understanding of life education, pre-service preschool teachers gradually improve their self-directed learning ability and accumulate experience in teaching practice. At the same time, pre-service preschool teachers continue to carry out teaching innovation and practical exploration in practical teaching activities, which helps them cultivate their judgment and decision-making ability, and improve their ability to adapt to social changes.

4 THE DILEMMA OF CULTIVATING LIFE EDUCATION LITERACY FOR PRE-SERVICE PRESCHOOL TEACHERS

4.1 THERE ARE DEVIATIONS IN THE SETTING OF LIFE EDUCATION TEACHING GOALS

Life education aims to help individuals deeply understand and experience the value and meaning of life, inspire them to respect life and cultivate a love for life, so as to promote the all-round development of physical and mental health. However, when setting life education teaching goals, teachers are easily influenced by instrumental goals, pay too much attention to the teaching of basic knowledge and skills, and neglect the cultivation of students' emotions, outlook on life and attitudes. In addition, the goal setting of life education is often too idealistic and fails to fully consider the actual teaching needs of kindergartens, which makes it difficult for preschool teachers to effectively guide children to understand, cherish and develop life in actual teaching [5].

4.2 LACK OF RESOURCE SUPPORT FOR THE TEACHING CONTENT OF LIFE EDUCATION

At present, the early childhood education curriculum of many colleges and universities has not fully integrated the content of life education, which makes the understanding and practical ability of pre-service preschool teachers in life education insufficient. As an interdisciplinary educational concept, life education involves multiple aspects of life, such as cognition, emotion, and ethics, and requires teachers to have a solid theoretical foundation and effective teaching methods. However, the existing curriculum content fails to systematically cover the relevant theoretical knowledge and practical skills of life education, resulting in the lack of deep understanding and practical teaching ability of life education in the teaching internship and internship of pre-service preschool teachers, and the inability to effectively carry out life education in practical work.

4.3 THE ORGANIZATIONAL FORM OF LIFE EDUCATION TEACHING IS SINGLE

The teaching and learning activities of life education are mainly carried out through classroom lectures. Although this traditional teaching method helps to systematically convey the basic concept of life education, its singularity limits the teaching effect and also affects the cultivation of students' awareness of life education. Life education is not only about imparting knowledge, but also about stimulating the formation of students' life emotions and values. A single classroom lecture ignores the cultivation of students' emotional experience and life consciousness, which is difficult to stimulate students' initiative and effectively internalize the concept of life education into students' thoughts and behaviors. In addition, the lack of educational practice makes it difficult for students to perceive the value and meaning of life through personal experience.

4.4 THE EVALUATION MECHANISM FOR LIFE EDUCATION TEACHING OBJECTIVES HAS NOT YET BEEN PERFECTED

Traditional evaluation systems focus on subject knowledge and treat life education as an additional or marginalized field of education. There is a lack of a scientific rating system, and it is difficult to fully reflect the core values of life education. It is difficult to quantify the teaching effect of life education, and teachers cannot grasp the development of students' life education literacy. The evaluation mechanism of teaching objectives has not been perfected, which seriously affects the effective implementation of life education.

5 THE WAY TO CULTIVATE THE LIFE EDUCATION LITERACY OF PRE-SERVICE PRESCHOOL TEACHERS

To improve the life education literacy of pre-service preschool teachers, it is necessary to further clarify the training path from



the four aspects of life education: objectives, content, implementation, and evaluation, integrate education into life education, and establish a close relationship between pre-service preschool teachers, children, and life education from the perspective of life education [6].

5.1 IT IS NECESSARY TO CONSTRUCT SOUND LIFE EDUCATION TEACHING GOALS

The purpose of life education is to help pre-service preschool teachers understand and respect life, while cultivating a sense of responsibility and good values to promote their professional growth. In order to deepen the connotation of life education, systematic and sound teaching objectives should be established. Therefore, it is necessary to clarify the core connotation of life education, highlight the core position of life, re-examine education from the perspective of life, understand education in the dimension of life, and promote the all-round development of preschool teachers as the ultimate value orientation. For example, teachers can help former preschool teachers understand the multiple goals of life education, cultivate their ability to implement life education, and guide them to establish a child-centered education philosophy by organizing special lectures and thematic seminars.

5.2 INTEGRATE DIVERSIFIED LIFE EDUCATION TEACHING RESOURCES

As the most valuable resource of life education, life covers many levels. Therefore, it is necessary to actively integrate and utilize various teaching resources to improve the comprehensive understanding of life education among preschool teachers. [7]. For example, through the establishment of "Child Life Education", "Preschool Child Health Education" and "Preschool Child Development Science" and other related courses, students can understand and master the theoretical knowledge of early childhood life education in different fields, so as to achieve professional ability improvement. In addition, teachers should also introduce interdisciplinary perspectives, combining psychology, sociology, ethics and other fields, to guide students to explore the various contents of life education from different perspectives.

5.3 OPTIMIZE THE IMPLEMENTATION OF DIVERSIFIED LIFE EDUCATION CURRICULUM

In order to effectively promote the effective implementation of life education curriculum, the practical teaching of life education should emphasize the experience of life. In the process of life experience, pre-service preschool teachers strengthen their understanding of life education through their understanding of their own life, the exploration of the meaning of life, and the perception of the diversity of life [8]. In this context, the optimization of curriculum implementation is particularly important. On the one hand, teachers need to constantly adjust their teaching methods, adopt more flexible and vivid teaching methods, optimize the teaching situation, and enhance students' experience of life education. To help students understand the meaning of life education more comprehensively.

On the other hand, teachers need to actively use extracurricular practice to encourage students to form a knowledge system that combines theory and practice of life education, and strengthen their practical ability in life education.

5.4 IMPROVE THE MULTI-DIMENSIONAL LIFE EDUCATION EVALUATION SYSTEM

In order to effectively improve the life education literacy of preschool teachers, the evaluation of life education should not only focus on students' mastery of the basic theories of life education, but also consider the practical teaching ability of students' life education and the effect of life education teaching design. In addition, the life education evaluation system should also focus on students' educational attitudes, especially students' attention, respect and support for life in life learning. By improving the multi-angle and all-round evaluation methods, the improvement of the life education literacy of vocational preschool teachers can be promoted.

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