



Study on the Curriculum of Kindergarten Character Education Under the Background of Strengthening Moral Education and Cultivating Individuals

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How to cite this paper: Yingnan Zhang, Xingman Yu, Deming Li. (2024). Study on the Curriculum of Kindergarten Character Education Under the Background of Strengthening Moral Education and Cultivating Individuals. *The Educational Review, USA*, 8(4), 619-623.
DOI: 10.26855/er.2024.04.023

Received: March 26, 2024

Accepted: April 24, 2024

Published: May 21, 2024

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Abstract

Emphasizing character education in early childhood and implementing meaningful character education activities for young children is crucial for nurturing socialist builders and successors with comprehensive development in morality, intelligence, physicality, aesthetics, and labor skills. This study collected cases of activities related to character education in kindergartens and families and analyzed them in depth. The study concludes that the cultural value of kindergarten character education includes the following elements: patriotism, ideals, responsibilities, cultural heritage, and labor education value. It proposes ways to utilize social resources to support character education for young children, meet the need for hands-on experience in character education, and create contextual learning activities to implement character education for young children. In conclusion, integrating kindergarten curriculum culture into activities can effectively enhance the overall development of young children's character.

Keywords

Foster character and civic morals, Kindergarten curriculum, Character education

1. Ask the question

Strengthening moral education and cultivating people emphasises the importance of establishing people on the basis of morality and cultivating people on the basis of morality. Strengthening moral education and cultivating people emphasises "moral", which is not only limited to personal moral quality and moral ability but also covers more deeply the ideological beliefs, the pursuit of the value of life and legal literacy, and other dimensions, which essentially reflects the ideological and political quality of a person. From a more macroscopic point of view, it reflects the integration of one's worldview, outlook on life, values, morality, and the rule of law. Strengthen moral education and cultivate people, aiming at cultivating idealistic, moral, cultured, and disciplined people (Li Yuanyuan et al., 2021), which provides a clear direction for China's education system, and points out a clear direction and goal. As an important part of this education system, the core task of early childhood character education lies in solving the fundamental questions of "what kind of people to cultivate" and "how to cultivate people" (Peng Feng, 2020). Therefore, this study aims to deeply analyse the far-reaching

value of kindergarten character education curriculum culture under the concept of strengthening moral education and cultivating people.

2. Research process and research methods

2.1 Determine solutions by combining information and facts

This study collects multiple types of related materials, focusing on the core literature on character formation education for young children and its concepts. By refining the programmatic viewpoints, systematically sorting out the existing studies, and summarising the current status and trends of domestic and international research, it provides an important theoretical basis for the practical curriculum of children's character education. While reviewing the literature, members of the research team combined the existing education and teaching-related experience to use the Guidelines for the Learning and Development of Children Aged 3 to 6, Guidelines for Kindergarten Education, and Guidelines for the Quality Assessment of Nursery Care Education. Quality assessment of nursery care education is conducted based on specific objectives and guiding recommendations for character development to determine the content of character education activities. This study will utilize the five kindergarten domains as the foundational framework to identify four major themes: patriotic education, life education, traditional culture education, and labor education. The goal is to ensure that the four major thematic activities comprehensively cover the five domains in a systematic and hierarchical manner.

2.2 Build educational concepts through conferences and training

Kindergartens are key places for shaping the character of young children. At the macro level, it is crucial to build a kindergarten culture, whose implicit educational approach plays a unique role in shaping the character of young children. In addition, kindergarten teachers play an important role in character development, and as objects of imitation for young children, their evaluation standards influence young children's self-evaluation and others' evaluation. Our school uses conferences and training to enhance teachers' understanding of the laws of character formation in young children. The content included Piaget's theory of children's moral judgement, Kohlberg's stages of children's moral development, Erikson's eight-stage theory, and Bandura's social learning theory of character development. In this way, educational synergy is formed in the whole school, and concepts and actions are unified, laying a solid theoretical foundation for the research of character education programme culture.

2.3 Observation process and feedback to summarize the practical experience

This phase was also the implementation phase of the whole study, and we focused on using two methods to analyse the process and results. The observation method fuelled educational opportunities. Teachers observed the children to discover their points of interest and carried out relevant activities accordingly. The children actively participated in the activities and gained a sense of satisfaction and happiness and character education was naturally internalised through participation and experience. The case method promotes educational reflection. After the implementation of practical activities, two to three classes are randomly selected as typical cases for research. Teachers carry out process evaluation, analyse deficiencies, reflect on behaviour, and sum up experiences.

3. Research results: Curriculum culture and practical value

This study takes patriotic education, life education, traditional culture education, and labour education as the theme, based on the Guideline To The Learning And Development Of Children Aged 3 To 6, and develops and practices around the five major areas. According to the Guide to Quality Assessment of nursery care education, kindergartens should implement the Party's education policy, carry out the task of strengthening moral education and cultivating people, combine nursery care with education, and follow the Guidelines for kindergarten education", kindergartens should adhere to the national education policy, follow the law of physical and mental development of young children, implement comprehensive education, including moral, intellectual, physical, aesthetic and labour aspects, and promote the harmonious development of young children's body and mind. Respecting the laws of children's physical and mental development, the research team explored in depth the character education curriculum for young children and summarised an effective curriculum system, as shown in Figure 1.

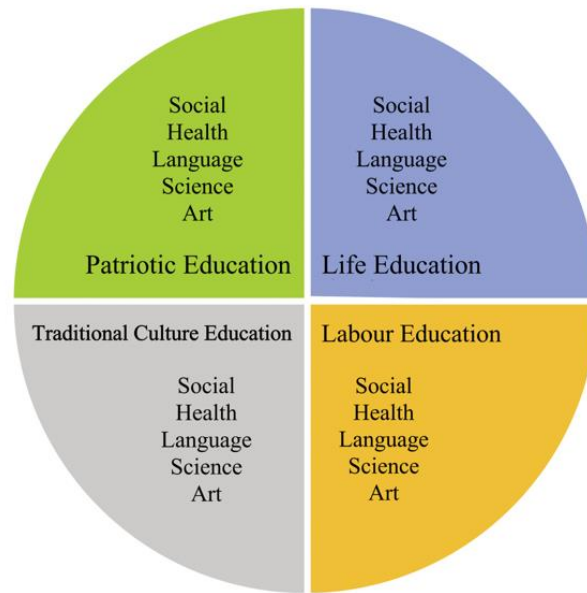


Figure 1. A theoretical framework for the study of cultural values in early childhood character education programmes in the context of strengthening moral education and cultivating people.

3.1 Carry out thematic activities to cultivate the feelings of family and country

In kindergarten education, patriotism and collectivism education play a pivotal role. The flag-raising ceremony not only allows children to witness the rising of the national flag and feel its solemnity, pride, and sense of belonging but also inadvertently roots patriotic feelings deep in their young hearts. In addition, the Little Theatre of Etiquette, a series of short stories on etiquette performed by children, is carefully planned to build a stage for them to show themselves, challenge themselves, and improve themselves. We fully respect and stimulate children's motivation and autonomy, so that they can freely choose the tasks they want to participate in according to their own interests, and at the same time, develop their character in a subtle way. The selection of the "Little Star of Manners" is a way to stimulate the children's sense of honour and influence them to behave in a courteous and polite manner.

3.2 Experience life education, build ideals and responsibilities

To promote life education activities, we encourage young children to establish contacts with diverse groups. In these interactions, they learn to negotiate, discuss, and communicate, and develop a spirit of co-operation and communication skills. In addition, activities such as planting and farming are close to children's natural nature and fully stimulate their creativity and imagination. For this reason, early childhood teachers should change their traditional concepts, innovate their teaching methods, and integrate life education programmes into daily life and games in order to return to the essence of education. In this way, we aim to awaken young children's sense of self, guide them to examine and value themselves, cultivate a sense of reverence for life, and learn to be grateful to and understand their parents.

3.3 Colorful traditional festivals and promote national culture

During traditional Chinese festivals, the kindergarten plans experiential activities related to the festivals, integrating the unique culture of the park and the wisdom of ancient sages. Each year, the birthday of Confucius is also the anniversary of the kindergarten's founding, giving the kindergarten a deep traditional cultural heritage and laying the foundation for subsequent educational practices. The kindergarten promotes the spirit of national education, promotes traditional thinking and culture, enriches the cultural connotation of the garden, and promotes the in-depth development of character education for young children by holding activities and formulating programmes and objectives.

3.4 Provide opportunities for responsibility and experience the value of labor education

Labour education is a crucial part of kindergarten education, laying the foundation for the future life and good prospects

of young children. In the early stages of a young child's development, it is vital to cultivate a sense of labour, self-service and service to others. Through such education, young children can develop good labour habits and learn to value the fruits of their labour, thus becoming responsible and independent. In order to effectively implement these educational objectives, we should integrate labour education into the daily activities of young children, influencing their growth in a subtle way and laying a solid foundation for their future development.

4. Discussion and reflection on the results

This study explores in depth the cultural dimensions of character education programmes for young children in a practice-oriented manner. Through well-designed practical and experiential activities, this study endeavours to cultivate children's moral qualities, thereby promoting the formation and overall development of their character. The kindergarten character curriculum has a significant positive impact on children's socialisation process. In this process, children gradually acquire social rules and ways of interacting with themselves, others, and the environment. The character programme focuses on fostering children's spirit of cooperation, sense of sharing, and respect for others, and aims to promote their social adaptability and interpersonal skills, so as to lay a solid foundation for children's better integration into society.

4.1 Tapping the resources of the social field to support character education for young children

Kindergarten combined with the specific situation of the kindergarten to fully develop the community and parents' resources, to carry out rich and colorful social practice activities. These activities provide social support for children to form excellent character, and also provide opportunities for children to practice their moral behavior, which is the direct contact of children's moral development. Activities play the role of a bridge. Through various practical activities, children can transform their moral cognition into external actions and enter into their moral development (Qin Guanglan et.al, 2023). Children's character education is a long-term process, which requires the joint efforts of family, society, and kindergarten, to further promote the cultural research of children's character education curriculum, and to provide children with a growing environment full of positive energy for them.

4.2 Satisfying the need for hands-on experience to permeate character education for young children

Kindergarten character education emphasises the harmonious coexistence of children with nature and society. This study aims to integrate the contents of the five domains and build four thematic activities, including "patriotism education, life education, traditional culture education, and labour education", in order to comprehensively cover the daily life of young children and provide targeted education according to age groups. Through practical activities, the programme aims to cultivate good character and moral qualities in young children and to enhance the experience of character education. This approach emphasises children's active participation and personal experience, stimulates learning interest, and ensures the effective implementation of character education. Teachers design activities that are both interesting and educational according to the characteristics of young children, so that through participatory interaction, young children can gain a deeper understanding of the world and have the opportunity to cultivate morality and character building (Wang Xinhua, 2020).

4.3 Creating contextual learning activities to realise character education for young children

In kindergarten character development education, teachers assume an important guiding role, creating reasonable and warm activity situations for children, grasping various educational opportunities, and integrating character education into daily teaching activities. More importantly, through these educational activities, children can learn to care for others and the collective, and cultivate their emotional attitudes of friendship, humility, mutual assistance, and the concept of love for the collective (Qin Guanglan et al., 2023). This type of education not only helps to develop young children's moral character but also helps to mould their sound personality and positive social emotions. In addition, early childhood teachers need to improve their digital literacy and digital competence to present a multi-dimensional character programme for children (Yu Xingman et al., 2023).

5. Conclusion

The kindergarten character programme promotes synergistic education in the family, school, and society to jointly promote the moral growth of children. Families, kindergartens, and society all play important roles in character education, forming a synergy of moral education. The curriculum provides lessons and references for moral education. Basic education is a key part of the national education system and influences individual growth (Li Deming et al., 2023). Character

education is particularly important in early childhood education and requires the joint efforts of families, kindergartens, and society to guide young children to develop good character and moral qualities and lay the foundation for their future development.

Funding

This article is one of the research results of the "Fourteenth Five-Year Plan" of Jilin Province, which is the key topic of the 2021 year "Study on the Curriculum of Kindergarten Character Education Under the Background of Strengthen Moral Education and Cultivate People" (ZD21147).

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