



Research on Teaching Design of Children's Play and Guidance from the Perspective of Curriculum Thought and Politics

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Abstract: As a new teaching concept and mode under the contemporary education, "Course Thought and Politics" is an important measure for colleges and universities to implement moral cultivation. Therefore, this study analyzes the necessity of carrying out curriculum thinking and politics by taking the core curriculum of preschool education major "Children's Play and Guidance" as an example. This study adopts the literature method to sort out and summarize the research background, research purpose and research significance. This paper adopts the practice research method to reform the teaching design of the reform curriculum, and uses the interview method in the process of time to understand the difficulties teachers think the curriculum thoughts and politics meet in the course implementation. After the teaching design is completed, the students' learning effect is understood through questionnaire investigation. In the study, the author will explain how to dig out the ideological and political elements in the professional required theory course at the undergraduate level. Taking a section teaching as an example, this paper explains how to carry out the curriculum ideological and political design in the professional curriculum, and finally puts forward the thinking and method of carrying out the curriculum ideological and political teaching design.

Keywords: course thought and politics, courses, instructional design

1. Introduction

1.1 Research background

Since the reform and opening to the outside world, facing the new change of the field, the new development of the society and the new change of the thought, our country has speeded up the construction of the ideological and political education system, and the educational idea is constantly being innovated. At the same time, the idea of paying attention to the cooperation of other courses has entered the field of ideological and political education. In 2016, President Xi proposed that education should adhere to the principle of moral education, connect ideological and political education with all kinds of courses throughout the education and teaching, and make all kinds of courses and ideological and political courses move forward in a common direction. The main body of education is the students, whose ideas have certain plasticity and variability. Students should rely on the school education, the education of socialist core values and the inheritance of traditional ideas. The key period of the transition of undergraduate students' life needs the careful cultivation and guidance of the ideological and political education.

Teachers are the key to persist in human-oriented education and promote students' all-round development. In the report of the 20th National Congress of the Communist Party of China, President Xi said: "Strengthen the construction of teachers' ethics, train high-quality teachers, and carry forward the social fashion of respecting teachers and attaching importance to education. "The overall level of teachers plays an important role in the quality of education. Therefore, the construction of teachers and the quality of teachers should be improved. We will deeply understand the overall arrangement of the "trinity" of education, science and technology and talents, and make greater efforts to speed up the construction of a powerful country in education and to promote China's modernization in a solid way. As the starting point of basic education, preschool education determines the development of national early childhood education by the quality of its professional talents cultivation. As a pre-school educator, we must pay attention to it. We must conform to the ideological and political reform of curriculum, and dig the ideological and political elements of curriculum teaching in all kinds of courses. various teaching methods and evaluation methods are adopted, improve that effect of the ideological and political implementation of the curriculum, To truly realize the fundamental task of Lide. It is helpful to encourage students to stick to truth and think independently. and is beneficial to enhancing the national pride and cultural self-confidence of the students.

Private colleges and universities train applied talents. Therefore, in teaching, we should pay attention to the study of students' theoretical knowledge as well as the promotion of practical ability. The teaching of "Children's Play and Guidance"

is not only to impart professional skills and knowledge to the students, but to integrate ideological and political education into the teaching, to realize the education of professional courses and to convey the correct outlook on life, values and social concepts to the students. At the same time, in the course of implementation, it is necessary to combine the professional training plan and teaching syllabus as the indication lamp, start with the teaching materials, organically combine the professional knowledge and the ideological and political elements, and let the ideological and political elements be integrated with the curriculum in the form of moistening the material in silence and activate the educational function of the curriculum in a hidden way.

1.2 Purpose of the study

Through sorting out and summarizing the existing research of curriculum ideology and politics, the author makes clear the basic essentials of curriculum ideology and politics. On this basis, combined with the core course "Children's Play and Guidance" in private colleges and universities to carry on the practice of curriculum ideological and political teaching design. Through the induction of the knowledge system of the course, the ideological and political elements embodied in the course are deeply explored, and the excavated ideological and political elements are integrated into each chapter according to the importance degree. According to the teaching objectives of the curriculum and the key points of the ideological and political elements, the ideological and political teaching objectives are set up and integrated into the teaching objectives of the major. To achieve the purpose of cultivating talents in this course.

1.3 Significance of research

1.3.1 Theoretical significance

By searching the key words of "curriculum thoughts and politics" and "teaching design", the author searched the database of more than 10,000 documents and 482 papers in recent 5 years. In the past five years, the author finds that the research on curriculum ideology and politics is on the rise, with rich results. However, there is little research on the teaching design of "curriculum thought and politics" in colleges and universities. On the basis of the existing research, this research starts from the undergraduate course of private colleges and chooses the core course of pre-school education, "Children's Play and Guidance" as the cut-in point, digs the ideological and political resources in the course. building a curriculum ideological and political element system framework, Carry out the design of ideological and political teaching for undergraduates. To provide some ideas for the teachers of theory courses in private colleges and universities in the course ideological and political teaching design.

1.3.2 Practical significance

This research explores the ideological and political teaching design of the professional theoretical course, which is beneficial to the teaching reform of the professional theoretical course for undergraduate students, to give full play to the educational function of the professional theoretical course, to innovate the teaching design of the professional theoretical course, to realize the organic unification of theory and practice, to strengthen the fundamental task of moral cultivation and to guide the students to sort out the correct career development concept. Provide suitable talents for kindergarten.

1.4 Research ideas

This research chooses the core curriculum of pre-school education as the research object, explores the ideological and political elements in the curriculum of "Children's Play and Guidance", and carries out the exploration and practical research on the teaching design of curriculum ideology and politics. To achieve the effective integration of professional theoretical course teaching and ideological and political education. Give full play to the function of professional theory education. implement and cultivate that core quality of undergraduate students, It provides some reference value for the study of ideological and political teaching design of the professional theory course in undergraduate stage.

2. Definition of concept

2.1 Curriculum thought and politics

The description of the word "course" in the modern meaning comes from the west. It was first proposed by Spencer, an English educator, and refers to the process of learning. The term "course" has a narrow sense and a broad sense. A curriculum in a narrow sense refers to a specific curriculum. Curriculum in a broad sense refers to the integration of educational content and educational development process in order to promote students' development goals.

"Political thinking" refers to ideological and political education. It contains a wide range of contents with distinct Chinese characteristics. It is the ideological and moral activities of the society or social groups that have targeted, planned and organized influence on the ideological concepts and moral norms of the members. The purpose is to better realize the

overall development of people.

In their research, Gao Deyi and Zong Aidong (2017) pointed out that curriculum thought and politics is a comprehensive educational concept, which embodies a curriculum view and focuses on ideological and political value guidance. In the course of ideological and political teaching, we constantly dig out the ideological and political theory education elements in the courses of all disciplines in colleges and universities, so as to integrate them into the subject courses, construct the pattern form of full-staff, whole-course and whole-course education, and make all kinds of courses go forward together with the ideological and political theory courses. Zhang Weiwei (2009) pointed out in his working meeting that “curriculum thought and politics” is the perfection of “teaching” and “education”, and is an update of education concept.

To sum up, this topic defines "curriculum thought and politics" as an education idea that takes Marxism and socialism with Chinese characteristics as the guidance, takes the pre-school education major curriculum as the carrier, combines with the ideological and political elements excavated in the curriculum, and realizes the goal of cultivating people by virtue through classroom teaching.

2.2 Instructional design

Teaching design is an activity that focuses on teaching and learning. Its purpose is to use new teaching methods to organize teaching points according to the requirements of curriculum standards and the characteristics of teaching objects, so as to help students obtain more efficient learning results.

3. Ideological and political teaching design of the course "children's play and guidance"

3.1 Analysis of undergraduate course "Children's Play and Guidance"

3.1.1 Course introduction

"Children's Play and Guidance" is a core compulsory course for preschool education major. This course is offered in the last semester of the second year of undergraduate course. The purpose of this course is to lay a professional theoretical foundation for students to engage in kindergarten teacher work. On the basis of introducing the essential characteristics and basic theories of children's play, this course focuses on the teaching of the relationship between children's play and children's development, the development of various game forms, the creation of games and game environment, and the development of students' practical ability to guide children's play and create game environment through classroom teaching and kindergarten probation. so as to meet the needs of kindergarten work in the future. This course has a strong connection with the basic theoretical courses such as general psychology of preschool education, child development psychology and pre-school pedagogy, so as to further improve the kindergarten game guidance ability of students.

3.1.2 Learner learning condition analysis

The students of this course are the sophomores of our general pre-school education. Compared with the children and senior students who have just entered the university campus, the majority of sophomores have been able to fully adapt to the university life, and there is no direct employment and development pressure, the life is relatively idle and the time is abundant. Therefore, students are at the peak of learning interest and enthusiasm at this stage. Teachers should seize the opportunity to help students maintain and enhance their learning interest and learning ability, so that they can combine the theory with the practice, so as to apply the learning. In the past teaching and homework revision process, the author found that, although they are in the peak of learning enthusiasm, they will still be affected by the surrounding environment, resulting in their bad learning attitude, poor learning sustainability and perseverance, and a strong inertia. The summary summarizes the learner's learning characteristics at this stage as: "Thinking is more than action". Combined with the special causes of the epidemic, students lack the opportunity to observe in the kindergarten. Although the students are eager to improve themselves at this stage, because of their poor self-study, unreasonable arrangement of learning time and lack of practical experience, the traditional cramming teaching must be changed and teachers are required to be more flexible and innovative in adjusting teaching methods.

3.1.3 Teaching design principles of "Course Thought and Politics"

The basic task of carrying out ideological and political courses in colleges and universities is to better realize the idea of establishing morality and cultivating qualified builders and successors for the socialist cause. Only in the course of professional curriculum teaching, we can fully dig out the ideological and political elements and build a teaching system in line with the curriculum ideological and political education, so as to promote the realization of the educational objectives and the requirements of talents cultivation in colleges and universities. The integration of ideological and political elements in this course will not only enable students to set up correct values, but also realize the integration between ideological and

political education and professional courses, so as to truly improve the people-oriented education effect. The combination of explicit education and recessive education should be emphasized in the teaching design of "curriculum thought and politics". Therefore, there are three principles to be followed: first, student-centered; Second, pay attention to the development of students' non-intelligence factors. Third, all links in the teaching process are closely linked.

(1) Student-centered principle. In the present curriculum teaching, the role of the teacher has changed from the teacher to the student's guide and observer. In teach, teachers should take student as that cent, make full use of students' subjective initiative, provide students with various learning opportunities, use various teaching means to improve students' interest in study, make students actively construct knowledge system, and combine theory with practice. can solve the problems existing in practical education by using the theory learned, thereby realizing self-reflection and feedback.

(2) Pay attention to the development principle of students' non-intelligence factors. The integration of ideological and political elements in professional courses can organically combine ideal and belief with knowledge transfer and ability training, stimulate learning motivation and promote the development of non-intelligence factors such as students' innovation ability, thinking ability and frustration resistance.

(3) The principle of close integration of all links in the teaching process. The teaching process is a rigorous and complex process, which is composed of several teaching links. Therefore, the close connection between the links is especially important. If the teaching links are not smooth, students will feel the phenomenon of disordered contents and "ideology and politics". In order to ensure the continuity of students' study and thinking, teachers can generally improve the teaching design of "curriculum thought and politics" by means of three aspects: question acceptance, dialogue transition and practice consolidation. Only by skillfully integrating "curriculum ideology and politics" into the professional curriculum can we better realize the ideological and political teaching and improve the students' ideological and political accomplishment.

3.2 Exploration of "Course Ideological and Political" elements in undergraduate children's play and guidance

How to make the ideological and political elements of the curriculum be better embodied in the course of "Children's Play and Guidance", the author believes that the first step is to screen the ideological and political elements of the whole course, and find out which ideological and political elements it includes. Secondly, according to the whole ideological and political elements of the course, further excavate the specific ideological and political elements involved in each chapter. In this way, "curriculum ideological and political" can be clearly integrated with the curriculum to achieve a good educational and teaching effect. See Table 1 and Table 2 for details.

Table 1. The curriculum of "Children's Play and Guidance" reflects the ideological and political elements as a whole

Course topics	Specific content	Ideological and political elements
Topic 1: Game overview	Concept	
	Features	
	Value	
Topic 2: Relevant game theory	Early game theory	
	Modern game theory	1. To cultivate people's feelings 2. Sense of cooperation 3. National identity 4. Sense of social responsibility 5. Correct idea 6. Lifelong learning 7. Problem solving 8. Innovative thinking 9. Critical thinking 10. Application of technology
Topic 3: Importance and position of children's play	The position of game in kindergarten	
	How to implement that basic activity of game	
Special topic 4: Organization and guidance of various games	Character game	
	Show game	
	Construct game	
	Outdoor game	
	Regular game	
Special topic 5: Children's play observation and analysis and intervention	Observation methods and elements	
	Time, mode and method of intervention	

Table 2. Embodiment of ideological and political elements of project learning in some chapters of Children's Play and Guidance

Course item	Task	Incorporate ideological and political elements	Entry point of ideological and political content	Teaching methods
Item 1: Regional design	Task 1: Understand the principles of regional environmental creation	Correct idea National identity	1. Through the study of the regional environment design of our country's outstanding demonstration kindergartens, understand the principles that should be followed in the creation of regional environment.	Lecturing method Case study
	Task 2: Modify the environmental creation drawing of the sub-class area	Sense of cooperation Problem solving Innovative thinking	1. Introduce the environment of the sub-class to create the plane drawings, to train the students' ability to find problems. 2. Redesign and revise identified problems in the form of team work	Case study Teamwork
	Task 3: Modify the train of thought in combination with theoretical knowledge sharing and explain the reasons. Other group mutual comments	Lifelong learning Critical thinking Correct idea	1. The teams sent representatives to share their ideas for revising the design 2. Other groups are free to comment. The evaluation shall be based on theoretical knowledge and evidence. 3. Teacher summary	Discussion method
Item 2: Production of play teaching aids	Task 1: Master the principles that children of different ages should play teaching aids and play teaching aids	National identity Correct idea	1. Introduce the toys and teaching aids created for children in combination with the background of the times in our country at present, and analyze the suitable age stage through these toys and teaching aids, understand the suitable types of playing and teaching aids for children of different ages and the principles that should be followed when making children's playing and teaching aids, which are in line with the characteristics of children's ages.	Lecturing method Picture and video analysis
	Task 2: Choose an age range of play aids for adaptation or production	Innovative thinking Application of technology	1. Share the case of making and adapting teaching aids to provide some ideas for the operation of students. 2. Discuss and determine the age stage and completion form in groups (adaptation/production)	Case study Actual operation
Item 3: Performing games	Task 1: Understand the characteristics and types of performance games and how to guide them	Correct idea	1. Play the performance game video of excellent kindergartens in china to understand the characteristics of performance game and the teacher's guidance method.	Video analysis Lecturing method
	Task two: Performing games	Application of technology Sense of cooperation Innovative thinking Problem solving	1. Group discussion to determine the theme and age stage of the performance game 2. Use modern information technology to design props that are suitable for the performance game. If problems are encountered in the preparation process, solutions shall be found. 3. The selected text must transmit positive energy	Scene simulation
	Task 3: Teacher-student evaluation	Critical thinking Correct idea	1. Each group sends representatives to summarize the concept of the performance game and the existing problems, and whether they solve them 2. Other groups are free to comment. The evaluation shall be based on theoretical knowledge and evidence. 3. Teacher summary	Discussion method

Course item	Task	Incorporate ideological and political elements	Entry point of ideological and political content	Teaching methods
Item 4: Construct game	Task 1: Understand the construction skills of the construction game and master the guidance method of the construction game	Correct idea Lifelong learning National identity	1. This paper presents the landmark building drawings of various provinces and cities in china, analyzes the construction skills used in the construction of the buildings, and further understands the construction skills. 2. Watch the complete segment of kindergarten teachers organizing the game construction activities in our country, and master the guiding methods of the game construction	Lecturing method Case study
	Task 2: Practical operation of activity room	Sense of cooperation Innovative thinking Problem solving	1. The team determines the construction theme and draws the complete plane drawing. 2. Proactively seek solutions to problems encountered during operation	Practical operation
	Task 3: Teacher-student evaluation	Critical thinking Correct idea	1. Each group sends representatives to summarize the conception of the theme of this construction game and the existing problems and whether they solve them. 2. Other groups are free to comment. The evaluation shall be based on theoretical knowledge and evidence. 3. Teacher summary	Discussion method

3.3 Teaching process of "Course Ideology and Politics" of "Children's Play and Guidance" of undergraduate course

Teaching process is not only an important link of teaching design, but also the core part of the whole teaching activity. The teaching process is mainly composed of teacher's teaching and students' learning. Through the teacher and the student two-way interaction to realize the classroom teaching goal. In the course of teaching, the course "Children's Play and Guidance" will be carried out from three aspects: pre-class, during and after class.

Before class, teachers will carefully prepare teaching contents, select suitable teaching methods for students, prepare relevant ideological and political resources according to teaching contents, and upload learning resources to Learning Tong. After completing the construction of learning resources, students will use the way of independent learning to check relevant micro-class videos and documents. In the course, teachers adopt diversified teaching methods to carry out classroom teaching, which can promote the communication between teachers and students, and better complete the key links in the teaching process (introduction, teaching, practice and summary). After class, teachers can use the form of combination of online and offline to provide timely guidance for the homework assigned to students. At the same time, we can learn about the evaluation of curriculum ideological and political development through interview, observation and questionnaire. Teachers summarize, reflect and improve according to the survey results.

To sum up, during the teaching process, teachers should pay attention to arouse students' learning interest and improve students' learning motivation. According to the students' classroom attention situation, the teachers should put the key and difficult knowledge in the "peak" period of students' attention. When the students' attention is scattered, group cooperation, debate and scene simulation should be adopted. Play activities and other ways to make the students move. participate in the solution of the actual problem, so as to achieve better teaching effect.

Take the teaching implementation process of Construction Game in Special Topic 4 of this course as an example:

Pre-class: micro-class teaching

Micro Lesson 1: A Guide to Several Common Constructive Games

Microclass 2: Organization and Guidance of Constructive Games for Children of Different Ages

Microclass 3: Basic Skills for Constructing Games

[Students need to spend a reasonable amount of time learning 3 micro-class videos to understand the theory of constructive games.]

Set thinking tasks: what experiences a child can gain in a constructive game.

Course: Mastering Basic Constructive Skills of Children

(1) Make a case study on the theoretical knowledge of micro-class to test the students' learning effect and mastery.

(2) Group discussion: What kind of construction skills do you think children should master?

(a) 1 student per group to share the results of the group discussion

(b) Combined with the results of student discussion, teachers summarize the basic construction skills that children should master

3.4 Project-based practice: theme construction game experience

Job requirements: (a) Six members of the team shall jointly determine the title of the theme construction works. (b) According to the theme idea and prepare the layout plan, the drawing shows the name of each part of the work (planet, zoo, etc.) position relation. (c) Prepare the subject materials required for the construction of the work. (d) Construction works will be completed in 40 minutes at the site. (e) The group leader of each group introduces the construction works on behalf of the group, and other members and teachers evaluate the works.



Figure 1. Student Project Work Process



Figure 2. Student Project Work Process

After class: the teacher uploads the project report completed by each group through the learning channel, and the other members and the teacher jointly evaluate.

4. Ideological and political teaching effect of the course "Children's Play and Guidance"

4.1 Analysis on teaching effect of "Course Ideology and Politics" in "Children's Play and Guidance" for undergraduate students

4.1.1 Analysis of students' learning effect

(1) Learning effects. The number of students surveyed was 65 sophomores. It can be seen from Table 3 that 69.23% of the students think that learning through this course will help them to form correct views on children and games. 55.38% of the students think that they have a sense of national pride in the development of preschool education. 67.69%, 69.23% and 70.77%, respectively, think that the design in this course can help improve their creativity, problem-finding, problem-solving and critical thinking.

Table 3. Learning effects of students

Title	Topic options	Number of samples	Percentage
Children's play and coaching teaching will help you form a correct view of children, teaching, play, values	Very consistent	45	69.23%
	Relatively consistent	20	30.77%
	General	0	0%
	Non-conformance	0	0%
	Very inconformity	0	0%
Help to promote national pride in children's play and coaching courses	Very consistent	36	55.38%
	Relatively consistent	20	30.77%
	General	8	12.31%
	Non-conformance	1	1.54%
	Very inconformity	0	0%
Do you think play and coaching sessions are helpful to develop your ability to appreciate and create beauty	Very consistent	44	67.69%
	Relatively consistent	18	27.69%
	General	3	4.62%
	Non-conformance	0	0%
	Very inconformity	0	0%
Learning through play and coaching sessions will help you develop your ability to analyze and solve problems correctly	Very consistent	45	69.23%
	Relatively consistent	18	27.69%
	General	1	1.54%
	Non-conformance	1	1.54%
	Very inconformity	0	0%
Through the study of children's play and guidance course, we can analyze the play from different angles, discover the problem, solve the problem creatively, and have a certain critical thinking.	Very consistent	46	70.77%
	Relatively consistent	18	27.69%
	General	1	1.54%
	Non-conformance	0	0%
	Very inconformity	0	0%

To sum up, more than half of the students think that their learning effect has been well improved and exercised in the implementation of the ideological and political learning effect of the course, and a small number of students still think that the improvement effect is average. According to the data, teachers should pay attention to meet the learning needs of different students in the implementation process, and communicate with the students in the future teaching, so that every student can gain something through this course.

(2) Learning satisfaction. Table 4 shows that 72.31% of the students are very satisfied with the way that teachers carry out ideological and political education in combination with project tasks in the curriculum. 63.08% and 66.15% of the students think that teachers can integrate some scientific and humanistic quality education and help them to form good personality.

Table 4. Student learning satisfaction

Title	Topic options	Number of samples	Percentage
Do you think more scientific and humanistic quality education can be incorporated into the follow-up children's play and guidance courses	Very consistent	41	63.08%
	Relatively consistent	19	29.23%
	General	5	7.69%
	Non-conformance	0	0%
	Very inconformity	0	0%

Title	Topic options	Number of samples	Percentage
What do you think about the effect of combining project-based tasks in children's play and guidance courses	Very consistent	47	72.31%
	Relatively consistent	18	27.69%
	General	0	0%
	Non-conformance	0	0%
	Very inconformity	0	0%
Do you think that in the follow-up children's play and coaching courses, some good personality education can be incorporated	Very consistent	43	66.15%
	Relatively consistent	22	33.85%
	General	0	0%
	Non-conformance	0	0%
	Very inconformity	0	0%

It can be seen that the students are very satisfied with the education mode of project task and ideological and political integration. However, there are few contents on science and humanities quality and personality quality education in the curriculum. Teachers should pay attention to the two contents in the future teaching, and select the more appropriate ideological and political elements according to the teaching content. At the same time of improving students' ideological and political accomplishment, they can pay attention to the deep study of knowledge and promote the students' all-round development.

(3) Teaching method. As shown in Table 5, 69.23% of the students think that the teaching method of cooperative inquiry can enhance the communication between themselves and the team members to achieve the cooperative effect. 29.23% of the students agree with each other, which indicates that teachers should pay attention to diversity in the teaching method of cooperative inquiry learning, so as to achieve cooperative learning and common progress.

Table 5. Analysis of Students' Choice of Teaching Methods

Title	Topic options	Number of samples	Percentage
In the course of teaching, the author has established a better friendship and tacit understanding with the members of the group, conducted good communication and learned from each other	Very consistent	45	69.23%
	Relatively consistent	19	29.23%
	General	0	7.69%
	Inconsistent	1	1.54%
	Very inconsistent	0	0%

In the open-ended questions, the teacher asks the students about their favorite teaching methods. The key word that students appear most frequently is the game, in the form of games to mobilize students' interest in learning and enhance their motivation. In addition, there are experiences, situational interactions, real video, etc. It can be seen that, in order to meet the needs of both the students' theory study and the ideological and political teaching. Teachers should adopt various teaching methods and present the explanation of ideological and political content in the form of combination of online and offline so as to achieve a better teaching effect.

4.1.2 Teacher interview analysis

(1) Purpose and object of interview. The subjects of this interview were 3 teachers (all of whom taught the "Children's Play and Guidance" course) in a one-on-one-to-one-person format. In order to further explore the possibility of professional curriculum ideology and politics, it is necessary to understand the teachers' attitude to the integration of curriculum ideology and politics into the professional curriculum.

(2) Interview process. Question 1: What do you think about integrating curriculum thinking into the professional curriculum of "Children's Play and Guidance"?

Teacher A: The development of the education trend of the whole country now requires that colleges and universities should merge the ideological and political elements into the professional curriculum in addition to the ideological and political curriculum. Under this background, I basically have a preliminary understanding of curriculum ideology and politics. Integrating curriculum ideology and politics into the professional curriculum of "Children's Play and Guidance" can better help students to improve their ability to find and solve problems. At the same time, I have a further understanding of the classification of pre-school education games at home and abroad. Teach students to communicate. The quality of learning

from each other.

Teacher B: Since the national trend was put forward, the curriculum has been consulting relevant documents in spare time. It is necessary to adhere to the content of curriculum ideological education in the professional classroom, and it is also very important, because the ultimate goal is to realize teaching and educating people. The educational concept of curriculum ideological and political education can make our forms of educating people more diversified. At the same time, the integration of ideological and political elements in professional courses is also a test and promotion of teachers' teaching ability.

Teacher C: It is necessary and advocated. Carrying out the teaching of curriculum ideology and politics in the specialized course can help the students to develop more comprehensively. Education is to teach and educate people, the most important is to educate people, teachers should teach students how to better be people and do things.

Question 2: What do you think about the ideological and political teaching effect of Children's Play and Guidance? What are some good suggestions for conducting the course in this course?

Teacher A: I have listened to your lessons several times. As a whole, we have achieved a good teaching effect in terms of teaching practice. For example, the regional game organization and guidance of this part of knowledge point, remember at that time there was an activity to let students design a patriotic theme role game area environment design, this activity links very compact, highlighted patriotism, very smooth integration with this course knowledge point, Very nice.

Teacher B: Through your teaching plan design and your project-type activity organization, we can see that students are interested in learning. They can find problems initiatively, find out the causes from different aspects and find solutions. This is great, and the teaching method most often used in your course is collaborative inquiry, which is certainly essential for students to work with others in future jobs. However, through several observations in practice, it is found that a small number of students will still be in the state of watching and not really participate in it. In the future, I hope to pay more attention to this part of students, and the effect will be more perfect.

Teacher C: Judging from the participation and performance of the students as a whole, it is very good. Teachers are also natural, and can pay attention to the interaction with students and timely evaluation, classroom atmosphere is more active. The teaching effect is good, the teaching goal has been achieved very well, I hope to continue.

Question 3: Are you willing to integrate your thoughts and politics into your future professional teaching? What difficulties do you find in implementing the curriculum thought politics at this stage?

Teacher A: In the future, we must integrate the curriculum ideology and politics into the professional course teaching, and make it more systematic. At the present stage, the most difficult place is "moistening the material fine silent", often will not consciously display ideological and political teaching, too hard, so this aspect in the future should be more detailed thinking.

Teacher B: Very much. It's a very necessary thing. In the present stage, the most difficult elements of ideological and political excavation, and the integration of professional knowledge, the excavation of political elements is not enough.

Teacher C: I'm willing to get involved, but the understanding of curriculum thinking and politics needs to be further strengthened. The understanding is not accurate enough. For systematic learning and guidance is also relatively lacking, sometimes do not know from which aspects to start.

(3) Interview Summary and Analysis. Through the interview with the three teachers, the teachers all think it is necessary to integrate the curriculum thoughts into the professional curriculum. It is believed that the implementation of the ideological and political teaching concept in the course of "Children's Play and Guidance" plays a good role in promoting the students' self-learning and ideological and political accomplishment. Teachers are satisfied with the teaching effect of the current course. The three teachers said that the students developed well in "thinking" and "learning" through various teaching methods such as video, project cooperation and situational interaction. Teachers can give the corresponding evaluation to the students' learning process in time, and the students can actively think, invest actively and have a strong learning attitude. They can find out all kinds of truth and ideas reflected in the teaching independently. Compared with the traditional teaching, the students' learning initiative is obviously improved. In doing things, students can under the guidance of teachers to think about their own behavior need to be corrected, correct, so that they have the correct outlook on life, world and values, and change their consciousness.

5. Summary and prospect

At the undergraduate level, we should shoulder the important responsibility of cultivating high-quality youth in higher education. We should adhere to the basic principle and basic task of "educating people as the center and cultivating people by virtue", construct a new pattern of "three-all education" in undergraduate education, and cultivate comprehensive talents

with all-round development. To become a new force in socialist construction in the new era. On the basis of previous literature research, this study defines the concept of curriculum ideology and teaching design. Taking the teaching design as the main research object, this paper constructs the teaching design of the course "Children's Play and Guidance" in the undergraduate course, and chooses the construction game in the course to reappear the teaching example, and analyzes the teaching practice effect of the course by questionnaire. The following conclusions were drawn:

First of all, try to construct the framework of ideological and political elements in the curriculum of "Children's Play and Guidance", excavate the ideological and political elements included in this course, and divide them according to each chapter. Secondly, according to each chapter of the curriculum ideological and political elements, the curriculum is revised. Finally, the implementation of curriculum ideological and political teaching design is beneficial to promote the reform of undergraduate course teaching. This study has completed the research on the ideological and political teaching design of the course "Children's Play and Guidance" by taking the compulsory theory course as an example. Through the analysis of the effect of teaching practice, the feasibility of the course is verified, which can help the teachers of the theory course in the undergraduate stage to provide certain reference basis in the course of implementing the course ideological and political teaching, and further promote the improvement of the teaching reform based on the curriculum ideological and political education.

Although the author still lacks certain teaching experience, the teaching process still needs to improve the part, after this course thought politics preliminary inquiry, there will be more down-to-earth research in the future teaching. "Children's Play and Guidance" will play a better role in teaching in the future.

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