

# A Practical Exploration on the Cultivation of Literature Quality of Pre-school Normal College Students under the Threshold of Curriculum Ideological and Political Vision

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**Abstract:** Normal students are important sources of teachers and play an extremely important strategic role in the development of future education. Normal universities shoulder the important mission of training future teachers. Among them, pre-school education is the beginning of lifelong learning. The report of the 20th National Congress of the Communist Party of China proposed to adhere to the people-centered development of education, accelerate the construction of high-quality education system, develop quality education, and promote education equity. This is the basic requirement for the development of education. According to the policy of moral education in higher education, thinking about the practice path of the cultivation of literary literacy of preschool education students in colleges and universities from the perspective of ideological and political courses can not only effectively improve the humanistic literacy of future teachers, but also strengthen the understanding of the Socialist Core Values of normal students so as to practice the mission.

**Keywords:** curriculum ideological and political, preschool education students, literary literacy

## Introduction

From the perspective of curriculum ideological and political, exploring the cultivation of literary literacy of preschool education students can effectively improve the effectiveness of ideological and political construction of college curriculum, and put forward effective solutions to the literary literacy of preschool education students. At present, in order to explore the improvement of college Students' literary literacy, domestic and foreign research has been in-depth related content, which can be divided into clarifying the importance of literary literacy cultivation for talent growth, the cultivation method of literary literacy, and the influence of literary literacy on the current global social development. The above exploration based on the social significance of literature literacy cultivation enriches the research perspective and path connotation of literature literacy cultivation. But at present, there are few researches on the organic combination of the ideological and political construction of the course with the cultivation of the literary literacy of the former normal students. If it is precisely connected to the preschool education students, many problems of the combination of the literary literacy cultivation and the ideological and political education of the course are easy to appear, such as the integration of formalization, the lack of case library construction, and the lack of curriculum ideological and political outline design and optimization.<sup>[1]</sup> As the reserve power of kindergarten teachers in the future, the embodiment of literary literacy will be

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directly related to the growth of children. Based on this, it is necessary to clarify the internal relationship between curriculum ideological and political education and the cultivation of literary literacy of preschool education students in colleges and universities, and explore the way to cultivate literary literacy for the modernization of education in the new era.

## **1. The relationship between the ideological and political education and the cultivation of literary literacy**

### **1.1 Curriculum ideological and political education and professional education**

The report of the 20th National Congress of the Communist Party of the party's report pointed out in the report of the 20th National Congress of the Party pointed out that promoting the integration construction of ideological and political education in primary and middle school and middle school ideological and political education integration construction,<sup>[2]</sup> which curriculum ideological and political as an important grasp of its integration, and practicing curriculum ideological and political to clarify its construction essence, the core lies in "mining ideological and political elements of ideological and political elements of various types of courses in professional education, the values are guided by values in knowledge impart and ability training, and effectively play the ideological and educational function and educational value of ideology such as social oriented core values, moral system and mainstream ideological and political education." at this stage, there are still some "two skins" phenomenon in the echo of professional education and curriculum ideological and ideological and political ideological and ideological and ideological and political. Professional education to achieve ideological and ideological and political goals, the curriculum ideological and ideological and ideological therefore, teachers' ideological and political teaching perception is that what they learn is not what they use and what they use is not what they learn.<sup>[3]</sup> The essential reason is that it fails to construct an effective carrier of curriculum ideological and political education, which highlights the practical problems such as the lack of integration point of curriculum ideological and political education and professional education, and the abrupt link up and down. This is the dilemma of the current professional education curriculum ideological and political is also a link to be optimized.

The key to explore the integration point of curriculum ideological and political education and professional education is also to help solve the current confusion of improving students' high-level ability, that is, the knowledge learned is connected with real and complex social scenarios, that is, the cultivation of migration ability. Curriculum ideological and political education is organically integrated with professional education, and the ideological and political content is organically embedded in the internal logic of curriculum construction. Teachers need to establish an effective carrier of professional knowledge and curriculum ideological and political, so that students can perceive and understand the close relationship between professional knowledge and social life, so as to stimulate students to regard professional learning and pre job literacy as the effective improvement of life stage and the qualitative distillation of personality quality.

### **1.2 The relationship between the ideological and political education and the cultivation of literary literacy**

The integration of curriculum ideological and political and professional knowledge requires teachers and students to have flexible thinking and keen observation, and more importantly, they need to have a cultural foundation that can produce resonance, so as to achieve the optimization of curriculum ideological and political, so it is particularly important to clarify the relationship between curriculum ideological and political and literary literacy.

Firstly, the effective support of ideological and political Chinese elements of the curriculum is "rigid demand".<sup>[4]</sup> For a long time, some teachers have reflected that after the in-depth and simple optimization design of ideological and political teaching, due to the lack of resonance between teachers and students, part of the output that should have highlighted curriculum values is obscure, and after throwing out problems, it is unable to return, and the preset ideological and political goals are not ideal. The key problem is that in the implementation of ideological and political courses, the knowledge capacity of topics discussed by both sides is not equal, which leads to weak sensibility, unable to produce spiritual and emotional fit with ideological and political elements. As an important part of culture, literature can effectively enhance the

ideological and political perception by improving students' reading quantity and sensibility, capture the emotional experience of ideological and political elements, and integrate their own understanding organically, so that the ideological and political curriculum can achieve the effect of half the effort.<sup>[5]</sup> Especially for normal students, enhancing dialogue with literary works, improving reading and in-depth thinking will directly affect the construction of a deep foundation of values after employment.

Secondly, the improvement of literary literacy is the same as the ideological and political construction of the curriculum. The improvement of literary literacy cannot be separated from literature itself. Golgi said: "literature is human science, and the literary image is not a" flat person "with a single character, but a" round person "with multiple complex characters." his thought adheres to the guidance of Marx's thought, which is dialectical and wise.<sup>[6]</sup> Literature itself has social significance. It describes people who live in nature and in society. In the course of ideological and political elements mining, literary works lead students to understand the social background of different periods, enhance the emotion of human beings, enhance the perception of life, and enhance the ability of in-depth thinking and rational exploration of social issues, so as to form a positive outlook on life, values and morality.

Thirdly, enhance literary literacy to help the wisdom practice of ideological and political courses. With the deepening of the current education reform, the concept of smart education should be born. As a practical activity with value orientation, it points to a good and wise way of human survival. As the spiritual food of human beings, literature is an effective art form for human beings to express their emotions. It has certain aesthetic characteristics.<sup>[7]</sup> In the process of aesthetic performance, it will make people's ideology permeate and infect each other. On this basis, it can effectively enhance the ideological and political appeal and practical effect of the curriculum, and it is more conducive to the effective combination of professional knowledge and social scenarios, so that students can feel, experience, transfer and apply from inside to outside.

**2. The analysis of literature literacy of preschool education students in Colleges and Universities**

Due to the continuous downturn of the paper media reading market and the continuous upgrading and optimization of scientific and technological products and software, more and more audiences have changed their way of reading, which makes fundamental changes in their way of thinking. Among the many changes it has produced, the decline of literary literacy has become an urgent problem for college students. "Education is the foundation of a long-term plan. Education is the foundation, and teachers are the foundation. General Secretary Xi Jinping pointed out that it is necessary to strengthen the construction of teacher education system, increase the support for normal universities, and constantly improve the quality of teacher training." normal students are an important source of the teacher team, and have an important strategic role in the future development of education. Normal universities shoulder the important mission of training future teachers. As a college educator, we should be clear about the extremely important influence of literary literacy on contemporary college students, so as to think about its improvement path. The first task is to clarify the current situation and causes of literary literacy of preschool education students. This study conducted a survey on the two and three students of preschool education through questionnaires, and a total of 134 valid questionnaires were received. The latitude of the questionnaire is divided into demographic variables, understanding of children's literature and self-awareness of students' literary literacy. The gender structure of male and female in this questionnaire is reasonable, and the proportion is appropriate. The literature literacy related topics match the existing literature reality of students.

First of all, from the demographic variables, the gender proportion of the participants was 83.58% for women and 16.42% for men. In terms of grade distribution, freshmen accounted for 42.54%, and sophomores accounted for 57.46%. In terms of household registration, 67.91% of the participants were from the countryside and 32.09% from the city. The specific contents are shown in Table 1

Table 1 descriptive statistics of literary literacy in gender

Group statistics

	Your Gender:	N	mean	standard deviation	Standard error of the mean
Literary	A. man	22	1.8636	.34913	.07443
Literacy	B. woman	112	1.7467	.25472	.02407

The average score of boys is slightly higher than girls, and the standard deviation of girls is higher than boys. At present, female groups are influenced by multiple dimensions in literature reading reasons, compared with male students, mainly including peer recommendation, digital media such as TV dramas, personal literature preferences, and active attention to current hot writers, so the reading driving force is more unstable. This also concentrated on the fact that the different sources of literature interfere with the improvement of literary literacy of male and female students.

Secondly, in the dimension of "literary literacy", we found that, first, based on the survey of literary preferences. Most of the participants (63.43%) chose the "general" option, indicating that their preference for literature is at a medium level, with neither strong preference nor obvious antipathy. 35.82% of the participants said that they "like" literature very much, which shows that literature has a certain attraction and influence among these people. Second, based on the survey of reading habits. Most of the participants will read 1-2 hours of literary works per week, but some of them do not read. Third, based on the survey of sharing reading feelings, the attitude of the participants was relatively neutral. It can be seen that pre-school students generally believe that reading literary works has a great impact on personal growth, and generally believe that it is necessary to improve their literary literacy. But the way to improve, how to verify the promotion of literary literacy, and the significance of literary literacy to self-awareness are still vague.

To sum up, most pre-school students are in the "close" consciousness of literary autonomy, but they are unable to quantify their own literary literacy, which makes them even less aware of the significance of literary literacy. As time goes on, students' literary literacy will gradually decline in the lack of self-awareness. The direct manifestation is the loss of autonomy in text reading, the lack of uniqueness in text appreciation, and the lack of imagination in literary creation. Students habitually follow the way of Chinese learning in the early senior high school period, and gradually change the initial active literary thinking to a passive, symbolic and procedural literary thinking mode. They habitually follow previous summaries to deal with literary works, which is meaningless for the improvement of students' literary literacy. And because excellent literature will have an important impact on the formation and establishment of youth values in the new era, in this critical period, literary works will passively lose their initiative. In a word, for college students, no matter what level they are at, achieving a certain amount of reading and developing good reading habits should be an important goal of growth. This problem needs the common attention of teachers and students. Today, with the development of science and technology, the hot topic of "is the disappearance of childhood a tragedy" triggered by Neil Bozeman's "the disappearance of childhood" is discussed in different forms among current college students. In curriculum practice, the most concern of students is back to the key meaning of "public literacy". Social literacy has the power support in today's preschool education students, but it is lack of their own subjective initiative. Reading is regarded as task based information acquisition, and reading aesthetic experience and reading rational thinking are closely related to the effectiveness of pre-school education.

### **3. The path exploration of literature literacy cultivation of preschool education students from the perspective of curriculum ideological and political**

Based on the curriculum ideological and political, the path exploration of literature literacy cultivation for preschool education students will elaborate this content from three aspects: returning to literature, deepening the integration of ideological and political elements and literature literacy cultivation, and building an effective curriculum goal and knowledge related system.

#### **3.1 Returning to literature: enhance the dialogue between students, teachers and texts**

Reading literary works is a process of communication and dialogue with the author and text. The reading teaching of children's literature naturally includes the information interaction and feeling transmission between teachers and students

and students. Bakhtin of the communication (dialogue) theory believes that: "the meaning is not in the words, not in the hearts of the speaker, and not in the hearts of the listener. The meaning is the result of the interaction between the speaker and the listener by virtue of the voice complex." so when facing the text, teachers should pay attention to the relationship between teachers and students, students and the author, and the text. And the acceptance esthetician Iser thinks that literary reading "is different from the established object that can be observed between, or at least can be imagined as a whole... Therefore, the relationship between this paper and the reader is different from the relationship between the established object and the observer; it is different from the relationship between the subject and the object." that is to say, literary reading is a dialogue process between the text and the reader, enjoying the reading process through the linear arrangement of words. So first, strengthen the dialogue with the text. While paying attention to "what the works say to me", we should also taste "what I say to the works". After reading the text, it can be combined with the development of the times. ideological and political elements have their own aesthetic standards and value scales to evaluate and discuss the image in the text, rather than listening to the teacher alone. Second, feel the resonance with the author. Literary works can trigger resonance among readers. Due to the complex demographic variables of audience groups, there are many differences in literature, but excellent works can trigger resonance among readers, including emotional resonance, value resonance and spiritual resonance. The generation and digestion of this resonance can not only make readers closer to the author's spiritual world, but also make the text play its maximum value. Third, expand the amount of reading. At present, it's a pity that college students often stop and passively read classic works that need deep reading. In reading, it is necessary to improve the quality guidance of professional courses, not to dump the electronic version of literary works, so that students can watch it by themselves. The integration of ideological and political literature elements in the course is a high-quality base to stimulate pre-school students to understand works and generate reading interest.

### **3.2 Deepening the mechanism integration between the ideological and political elements and the cultivation of literary literacy**

Combining the improvement of literary literacy with the ideological and political education of the course can form a dual education system of dominant education and recessive education, which is conducive to improving the attention of pre-school students to literature, and thus enhancing the ideological and political education teaching effect of the course. On the contrary, through the solid implementation of ideological and political courses and the organic integration of literary elements, students can also combine their own literary literacy from their understanding so as to interpret the ideological and political content and emotions of the course more thoroughly. To clarify the relationship between curriculum ideological and political education and the cultivation of literary literacy of preschool education students is not only to respond to the requirements of literary literacy, but also to build and consolidate the bridge between curriculum ideological and political education and preschool professional education, providing thinking power and direction support for professional curriculum teaching.

There are numerous excellent literary works in our country. Reading literary works can not only improve the reading of preschool education students, but also expand the ideological and political elements of the course. This should be the part that college educators should attach great importance to and have some thinking and practice. Curriculum ideological and political comes from life, and the close integration of professional knowledge and the real society builds the construction platform of curriculum ideological and political. "The education logic of curriculum ideological and political education is to strengthen the internal relationship between knowledge and society, and realize the interaction and symbiosis between knowledge and society." there is a natural fit between this and "literature is human science". Literature originates from the individual existence in social groups, and its likes and dislikes are affected by the environment. Literary thinking also needs to understand the spirit of the times and clear the pulse of the times. Therefore, literature education courses provide unique conditions for the ideological and political development of the course, which should be recognized and understood by the majority of preschool teachers. In teaching, teachers are based on the key and difficult points of teaching and closely combined with social and current events, so that preschool education students can independently

explore the track of real life and social development needs, so that they can learn according to, and learn to find. And the teaching will fall into specific practice, so as to help preschool education students better understand the group of children, and consciously combine personal professional ideals with the actual needs of the country and society, boost the establishment of good professional ethics for preschool education students, and truly practice the requirements of the fundamental issues of education.

### **3.3 Building an effective curriculum goal and knowledge related system**

Purposiveness is the essential feature of human practice, which is also reflected in teaching activities. On the basis of a deeper understanding of the teaching objectives of the course and a further examination of the relationship between the ideological and political goals and the curriculum objectives, the construction of its logical system will have a basis. In the guidance outline for ideological and political construction of university courses, it is clearly required to guide students to set up professional ideals of learning as a teacher and world-class behavior; In the professional courses of science and engineering, scientific ethics and a sense of scientific responsibility are cultivated, engineering ethics education is strengthened, the spirit of craftsmanship in a big country is cultivated, and the home country feelings of science and technology serving the country are stimulated. It can be seen that based on the characteristics of different specialties, its target performance focuses on social latitude. The implementation process of curriculum ideological and political needs to achieve the social value of curriculum knowledge as the purpose, and the main form is "responsible decision, moral participation in social exploration, social services and other real social problems". Therefore, the effective curriculum ideological and political goals are highlighted in its relationship with the society. The society is regarded as both the source of curriculum ideological and political and the practice of pre-school education students' values, so as to enhance the connection between society and knowledge, optimize the ideological and political practice path of curriculum, and enhance the value of knowledge. On this premise, the literary literacy of pre-school students will lay a solid foundation for pre-vocational education and enhance the value of self realization. Literary literacy is applied to preschool education, and its invisible function is far greater than the dominant function. The external practice of literary education promotes the ideological and political elements to internalize the spiritual experience of preschool students. The cultivation of literary literacy of preschool education students is not straightforward, overnight, and plate separation. It needs to be based on the full participation of pre-school education students in teaching activities, and understand the ideological and political education concepts of teachers. These need to be logically carried out in the fresh classroom teaching. The system is scientific and orderly, and finally forms a preschool classroom ideological and political education with appeal, affinity and temperature.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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