

# The Teaching Reform Practice of Integrating BOPPPS Mode into Ideological and Political Education in Higher Vocational Preschool Education Major Courses

## -- Taking the "Preoperational Stage" of "Developmental Psychology of Preschool Children" as an Example

Xunlu Yang

College of Education, Sichuan City Vocational College, Chengdu, Sichuan, 14175, China

### Abstract

In response to the issues of disconnection between theory and practice, awkward integration of ideological and political education into the curriculum, weakened student subjectivity, and insufficient effectiveness in educating students that exist in the teaching of "Developmental Psychology of Preschool Children" in higher vocational preschool education majors, this paper takes Piaget's "preoperational stage" teaching content as the entry point, constructs a teaching reform plan that deeply integrates the BOPPPS model with ideological and political education in the curriculum, and organically combines knowledge impartation, ability cultivation, and value guidance through six links: "introduction - objective - pre-test - participatory learning - post-test - summary", exploring a "three-in-one" teaching reform path. Practice has shown that this reform plan can effectively improve classroom teaching efficiency, students' professional application abilities, and ideological and political literacy, addressing traditional teaching pain points and providing practical reference and paradigm for theoretical curriculum teaching reform in higher vocational preschool education majors.

### Keywords

BOPPPS; ideological and political education integrated into curriculum; higher vocational preschool education; developmental psychology of preschool children; teaching reform; Preoperational Stage.

### 1. Introduction

In 2020, the Guidelines for Ideological and Political Construction of Courses in Higher Education Institutions issued by the Ministry of Education explicitly proposed that ideological and political education should be integrated into talent cultivation, so that every course can play an educational role[1]. The preschool education major shoulders the important task of cultivating high-quality talents. The Professional Standards for Kindergarten Teachers (Trial) also clearly state that "professional ethics first" is one of the important manifestations of preschool teachers' professional competence[2]. Therefore, in course teaching, in addition to enabling students to master professional knowledge and skills, ideological and political permeation is also of great significance to their future professional development. As a core course in preschool education, Developmental Psychology of Preschool Children can help students better understand the laws of preschool children's physical and mental development, thereby enhancing their ability to solve practical educational problems. Fully excavating the ideological and political elements in this course is conducive to cultivating students' professional feelings of caring for children and strengthening their sense of professional mission and responsibility[3]. However, in the actual teaching process, with the development of curriculum-based ideological and political education,

although some teachers of professional courses have the subjective willingness to carry it out, they still lack a deep and thorough understanding of the relationship between knowledge transmission and value guidance, as well as between ability cultivation and value guidance. In addition, they are confused about how to appropriately, moderately, and timely integrate ideological and political content into professional course teaching. As a result, the exploration and practice of curriculum-based ideological and political education are still relatively arbitrary and lack clear direction[4].

The BOPPPS model originated from the Canadian Teacher Skills Training Workshop and emphasizes student-centered teaching and students' participation in the teaching process. It structures the teaching process into six stages: Bridge, Objectives, Pre-assessment, Participatory learning, Post-assessment, and Summary[5-6]. The structural characteristics of this model happen to respond to the practical difficulties of curriculum-based ideological and political education, namely, what to integrate, when to integrate, and how to integrate it. The introduction stage can create ideological and political situations, the objective stage can establish value-guidance dimensions, the participatory learning stage can design ideological and political experiential activities, and the summary stage can promote value internalization. In recent years, some scholars have explored the integration of BOPPPS and curriculum-based ideological and political education in preschool education courses. However, most of the existing studies remain at the level of model introduction or macro-path discussion, while case studies focusing on specific teaching units and presenting complete teaching designs are still insufficient. Therefore, this study focuses on the content of the "preoperational stage" in *Developmental Psychology of Preschool Children*, forms a teaching case, and explores the teaching design path for the deep integration of the BOPPPS model and curriculum-based ideological and political education.

## **2. Ideological and Political Teaching Design of the "Preoperational Stage" Based on the BOPPPS Teaching Model**

The ideological and political teaching design of the course content is based on the BOPPPS teaching model as its fundamental framework. The target learners are first-year students majoring in preschool education in vocational colleges. Taking the "Preoperational Stage" in *Developmental Psychology of Preschool Children* as the content carrier, and aiming to cultivate outstanding kindergarten teachers who understand children, love children, and are skilled in educating children, the design organically integrates ideological and political education into the entire teaching process. As an implicit educational carrier in vocational education, ideological and political education in professional courses can exert a subtle and imperceptible influence, thereby achieving the educational effect of nurturing students in a quiet yet profound way. As a core professional course in preschool education, *Developmental Psychology of Preschool Children* combines both theory and practice. It aims to help students master the characteristics and laws of preschool children's psychological development and guide them to carry out teaching activities in accordance with these characteristics and laws. The "Preoperational Stage" is a core component of Piaget's theory of cognitive development, covering children's cognitive development, play development, language development, and social development. In the teaching process, the course is driven by students' exploration of knowledge, while value guidance is naturally integrated into knowledge transmission, thus realizing the organic unity of knowledge teaching and value shaping. The teaching objectives are developed from three dimensions: knowledge mastery, ability cultivation, and value guidance. The purpose is to guide students in establishing a correct worldview, outlook on life, and value system, so as to achieve the educational goal of fostering virtue through education. The specific ideological and political teaching design for the "Preoperational Stage" is shown in Table 1.

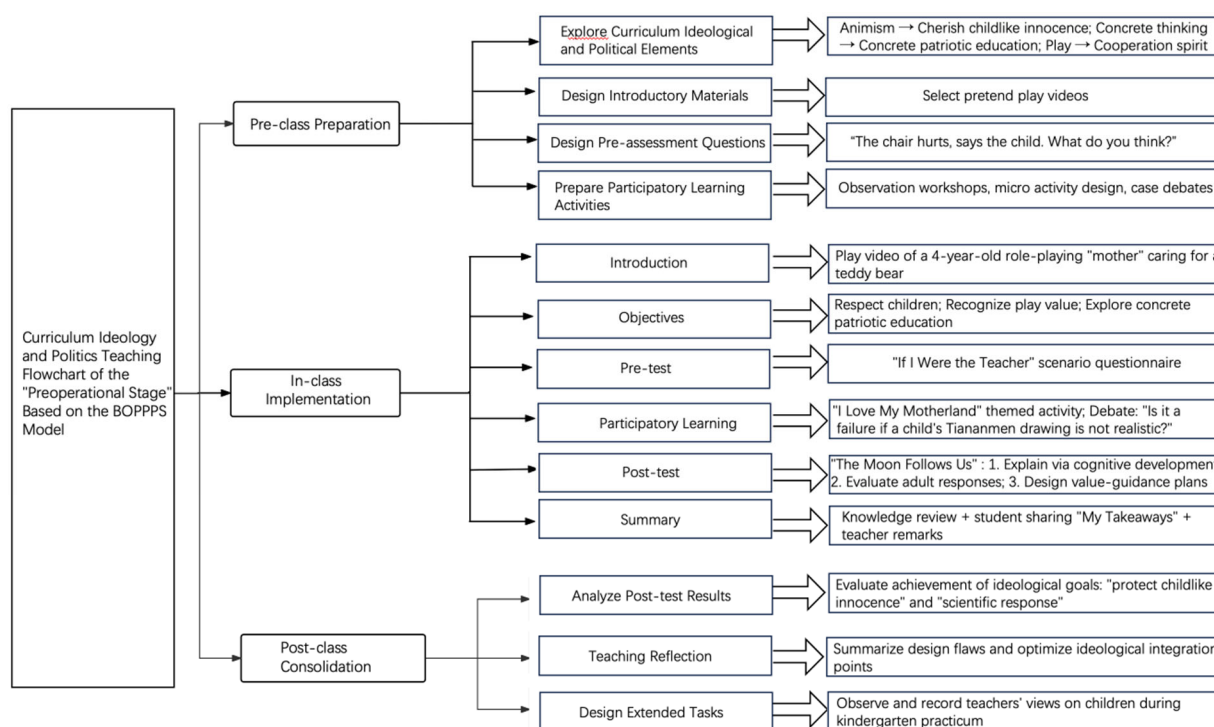
**Table 1.** Ideological and Political Design for Each Knowledge Point in the “Preoperational Stage”

Dimension of Knowledge Points	Key Course Content	Ideological and Political Elements to Be Explored	Corresponding Educational Goals
Cognitive development	Egocentrism	Respect for individual differences, perspective-taking, equality, and inclusiveness	Cultivate students' empathy and professional ethics, and help them learn to understand the world from children's perspectives
	Animism	Cherishing life, reverence for nature, and a childlike perspective	Cultivate love, patience, and educational commitment, and encourage students to value children's imagination and innocence
Cognitive development	Concrete image thinking	Intuitive teaching, life-oriented education, and the ideological and political value of concrete symbols, such as the national flag and national emblem	Help students establish a scientific view of education and master appropriate methods for ideological and political education for young children
Game development	Symbolic play (pretend play)	The spirit of play, creativity, and cooperative awareness	Help students recognize that play is the basic activity in kindergarten and cultivate their innovative awareness and cooperative qualities
Language development	Egocentric speech	Language expression, externalization of thinking, and teacher listening	Respect children's right to express themselves and cultivate democratic and equal teacher-child relationships

To better help students systematically master the course knowledge system, improve their practical abilities, and develop correct values, the teacher adopts the BOPPPS model as the basic framework and, in combination with online learning platforms such as Xuexitong, systematically divides the teaching process into three stages: pre-class knowledge preview, in-class knowledge internalization, and post-class knowledge consolidation.

Before class, the teacher focuses on deeply exploring the ideological and political elements embedded in the course and makes structured preparations around the six stages of BOPPPS. For example, for the knowledge point of “animism” in the “Preoperational Stage,” the teacher pre-selects video materials showing children interacting with “imaginary companions” as an introductory scenario, and designs a pre-assessment question such as, “If a child says that a chair feels pain, how would you understand it?” At the same time, participatory learning tasks such as an “observation and analysis workshop” and “micro-design of ideological and political activities” are arranged in advance, enabling ideological and political elements such as valuing children's innocence and respecting children to shift from traditional spontaneous insertion to systematic pre-design, thus laying the foundation for the organic integration of ideological and political education and professional teaching. During class, the teacher's role shifts from a transmitter of knowledge to a facilitator of learning and a co-constructor of values, advancing step by step through the six stages of bridge-in, objectives, pre-assessment, participatory learning, post-assessment, and summary. Taking the teaching of the “Preoperational Stage” as an example, the teacher creates an ideological and political context by showing videos of children engaged in pretend play, explicitly presents ideological and political objectives such as helping students appreciate the uniqueness of children's thinking and reflect on concrete

approaches to patriotic enlightenment, investigates students' attitudes toward "imaginary companions" through the situational questionnaire "If I Were the Teacher," and organizes a case debate on "Children Drawing Tiananmen." In this process, students are guided to establish a child-centered stance in ideological and political education through value discrimination and reflection. Compared with the stiffness and disconnection that often appear in traditional teaching when ideological and political elements are added mechanically, this model naturally embeds the core ideological and political principle of respecting the laws of children's development into the process of learning professional knowledge through structured stages and immersive experiences, thereby realizing the implicit permeation and deep internalization of ideological and political education. After class, the teacher's work extends to analyzing the extent to which ideological and political objectives have been achieved and reflecting on the teaching process. Based on students' responses to the post-assessment case of "The Moon Is Following Us," the teacher evaluates their growth in value dimensions such as protecting children's innocence and responding scientifically, and designs extended tasks such as "observing and recording teachers' views of children during kindergarten practicum" to consolidate the educational outcomes. The specific teaching steps are shown in Figure 1.



**Figure 1.** Ideological and Political Teaching Process of the "Preoperational Stage" Based on the BOPPPS Model

### 3. Teaching Practice of Ideological and Political Education in the "Preoperational Stage" Based on the BOPPPS Teaching Model

In this semester, the Developmental Psychology of Preschool Children course was taught to 48 second-year students majoring in preschool education at a higher vocational college. The course was delivered through the Chaoxing Learning Pass online teaching platform. This platform can not only host course resources such as videos and questionnaires, but also provide students with an online shared space for communication and discussion. The "Preoperational Stage" knowledge unit in this course is taken here as an example for illustration. The specific implementation steps of ideological and political teaching based on the BOPPPS model are as follows.

### (1) Pre-class Stage: Online Preview and Ideological-Political Pre-assessment

The teacher assigned preview tasks on the Chaoxing Learning Pass platform, requiring students to preview the basic knowledge points of the preoperational stage and initially grasp the core characteristics of children's cognitive development at this stage, such as egocentrism and animism. At the same time, the teacher uploaded videos of pretend play, such as a child playing the role of a "mother" taking care of a teddy bear and a child talking with an "imaginary friend," guiding students to perceive the uniqueness and preciousness of children's innocence through authentic child behaviors, and to initially develop an educational disposition of respecting children and valuing imagination, thereby carrying out the preliminary permeation of ideological and political education in the course. After completing the online interest-oriented guided learning, the teacher posted a typical situational case of the "Preoperational Stage" in the discussion section of Chaoxing Learning Pass, namely, "A child says that the chair feels pain." This case presents a common scenario of children's animistic expression and possible adult responses. The teacher then guided students to think deeply about the case and write reflections: If you were a kindergarten teacher, how would you respond to the child's statement? Meanwhile, the 48 students were divided into several groups, and each group was required to prepare content for classroom sharing, so as to stimulate students' enthusiasm for inquiry and their awareness of value discrimination.

### (2) In-class Stage: Progressive Implementation of the Six BOPPPS Stages

Stage 1: Bridge-in. The teacher played a short video of children's pretend play, My Teddy Bear Baby, through the Chaoxing Learning Pass platform. The video recorded the daily scene of a four-year-old child acting as a "mother" taking care of a teddy bear. The teacher introduced Piaget's theory concerning the thinking characteristics of children in the preoperational stage, helping students understand that although children's cognitive mode differs from that of adults, such features as animism and egocentrism are in fact precious manifestations of childlike innocence. In this way, students were guided to develop an educational disposition of respecting children and valuing imagination. Stage 2: Objective. This stage established dual educational objectives. On the one hand, mastery of the core characteristics of the preoperational stage, such as egocentrism, animism, and concrete image thinking, as well as the cultivation of the ability to analyze children's behavior, were treated as explicit teaching content. On the other hand, moral and ideological-political goals, such as understanding children, loving children, and educating scientifically, were integrated into the explanation of knowledge points, thereby achieving implicit education throughout the whole process. Stage 3: Pre-assessment. The teacher released a pre-class situational questionnaire through the Chaoxing Learning Pass platform, using open-ended questions such as "A child says that the chair feels pain. What do you think?" to identify students' cognitive starting points and emotional attitudes toward the phenomenon of animism in the preoperational stage, thus providing a basis for subsequent teaching adjustment. Stage 4: Participatory Learning. With students as the center, the teacher first gave an in-depth explanation of the cognitive characteristics of the preoperational stage, and then used the random selection function on the Chaoxing Learning Pass platform to draw group numbers and invite group members to share their reflections on the case of "children drawing Tiananmen." Based on the case, the teacher further analyzed how adult-oriented evaluations, such as "It doesn't look realistic," may harm children's self-esteem and creativity, guiding students to establish the child-centered ideological and political educational concept and to master appropriate ways of carrying out patriotic enlightenment based on children's concrete image thinking. Stage 5: Post-assessment. After the explanation of knowledge points and cases, the teacher posted an in-class exercise on the Chaoxing Learning Pass platform, namely the three-task case of "The moon is following us": ① explain the child's behavior using cognitive development theory; ② evaluate the adult's response and explain the reasons; ③ design a value-guidance plan. These tasks were used to

consolidate learning outcomes and comprehensively evaluate the extent to which the ideological and political objectives had been achieved. Stage 6: Summary. Before the end of the class, the teacher systematically summarized the core knowledge points of the preoperational stage and further discussed how the concept of respecting the laws of children's development can be applied in kindergarten daily life and collective educational activities, guiding students to deepen their understanding of the professional concept of being child-centered and thus achieve the goal of value shaping.

### (3) Post-class Stage: Online Extension and Evaluation Feedback

To promote students' deeper understanding of knowledge, improve their practical abilities, and strengthen value shaping, the teacher assigned post-class exercises on the Chaoxing Learning Pass platform, as follows.

1. Observation and analysis of children's behavior. Students were asked to observe a three- to four-year-old child's pretend play behavior during kindergarten practicum, such as acting as a mother or talking with an imaginary friend, record the child's language and actions, and analyze which cognitive characteristics of the preoperational stage are reflected in the behavior, such as animism, egocentrism, and concrete image thinking. At the same time, based on what they had learned in the course, students were required to write a 200-word reflection: If you were the classroom teacher, how would you respond to and support the child's play?

2. Based on the concept of being child-centered, students were asked to explain appropriate ways of integrating patriotic enlightenment education into daily kindergarten life, such as through concrete symbols including the national flag, stories, and nursery rhymes, and to preview the knowledge point of the "conservation experiment" for the next class. After completion, they were required to submit their assignments on the Chaoxing Learning Pass platform. These post-class exercises were intended to broaden students' dimensions of thinking, guide them to independently explore new knowledge, consolidate what they had learned, and improve their ability to observe and analyze children's behavior, thereby achieving the educational objectives of curriculum-based ideological and political education. At the end of the course, students were required to present, in the form of group reports, a micro-activity design plan and simulated teaching video entitled I Love My Motherland, so as to deepen knowledge and consolidate learning outcomes.

By integrating the three stages of pre-class, in-class, and post-class into a blended teaching model and constructing a scientific assessment mechanism, the course can not only stimulate students' learning motivation but also strengthen their awareness of autonomous learning. The achievement assessment system for ideological and political education in the Developmental Psychology of Preschool Children course mainly consists of summative assessment and formative assessment. The former primarily takes the form of a final theoretical examination, accounting for 50 percent of the total grade, while the latter is reflected in regular performance, also accounting for 50 percent of the total grade, with greater emphasis on evaluating students' learning process. To effectively advance the construction of curriculum-based ideological and political education, it is necessary to deeply integrate ideological and political content into the assessment system and provide effective feedback on the teaching effects of ideological and political elements in the course, such as valuing children's innocence, being child-centered, and implementing concrete patriotic enlightenment. In the regular assessment process, relying on the Chaoxing Learning Pass platform, students' usual grades are automatically generated through such aspects as completion of pre-class preview tasks, classroom attendance, performance in participatory activities including observation and analysis workshops, micro-activity design, and case debates, quality of post-assessment task completion, and post-class practicum observation reports. The final assessment adopts a combination of group PPT presentations, used to display the design of ideological and political micro-activities, and individual paper-based tests. This assessment model comprehensively examines students'

mastery of the theoretical knowledge of the preoperational stage, their practical ability to observe children's behavior, and their attainment of ideological and political literacy in respecting children and educating scientifically.

#### 4. Conclusion and Prospects

The BOPPPS blended teaching model is student-centered and deeply integrates ideological and political elements into every stage of teaching before, during, and after class, relying on the Chaoxing Learning Pass online platform to carry out blended curriculum-based ideological and political instruction. In the teaching practice of ideological and political education in the "Preoperational Stage" of Developmental Psychology of Preschool Children, vivid activities such as "animism and the protection of children's innocence," the "case debate on drawing Tiananmen," and the "value judgment task on the moon is following us" were incorporated. These activities not only strengthened the ideological and political educational effect of respecting children and educating scientifically, but also enlivened the classroom atmosphere, effectively stimulated students' enthusiasm for learning, promoted their shift from passive listening to active inquiry and from knowledge reception to value internalization, and significantly improved teaching effectiveness. In the process of imparting theoretical knowledge and cultivating students' ability to observe children's behavior, this model subtly enhances their professional identity and educational commitment, guiding them to establish a child-centered professional philosophy and achieve the goal of holistic education throughout the entire teaching process. Curriculum-based ideological and political education has uncovered the deeper educational value of Developmental Psychology of Preschool Children and can stimulate students' emotional identification through implicit education, enabling them to truly understand that understanding children is where education begins, and respecting children is the most fundamental expression of teacher ethics. However, it should be noted that curriculum-based ideological and political education is not a matter of mechanical transplantation. Different courses have their own characteristics, and teachers need to continuously refine the ideological and political elements embedded in specific knowledge points. For example, they may explore methods of concrete patriotic enlightenment from the concept of concrete image thinking and integrate them into the process of knowledge instruction. As the leading force in the construction of curriculum-based ideological and political education, teachers should further enhance their overall competence, especially their deep understanding of the laws of children's development and their flexible use of value-guidance strategies, so as to effectively guide students in forming correct views of children, education, and values, and contribute to the cultivation of a high-quality team of preschool teachers who understand children, love children, and are skilled in educating children.

#### Acknowledgements

This paper is one of the research outcomes of the 2025 institutional-level scientific research project of Sichuan City Vocational College, Project No. CS25JGYB12.

#### References

- [1] Gao Ning, Wang Xizhong. A Comprehensive Understanding of the Theoretical, Holistic, and Systematic Nature of the Guidelines for Curriculum Ideological and Political Construction in Higher Education Institutions [J]. *China University Teaching*, 2020(9): 17-22.
- [2] Notice of the Ministry of Education on Issuing the Professional Standards for Kindergarten Teachers (Trial), Professional Standards for Primary School Teachers (Trial), and Professional

Standards for Secondary School Teachers (Trial) [EB/OL].(2012-09-14) [2023-01-20]. [http://www.gov.cn/zwgk/2012-09/14/content\\_2224534.htm](http://www.gov.cn/zwgk/2012-09/14/content_2224534.htm)

- [3] Luo Zhihui. Research on the Teaching Practice Path of the Course "Preschool Child Developmental Psychology" under the Background of Curriculum Ideological and Political Education [J]. Cultural and Educational Materials, 2025, (23): 87-89.
- [4] Mao Rui. Strategies for Ensuring the Teaching Staff in Promoting Curriculum Ideological and Political Construction in Application-Oriented Undergraduate Institutions [J]. Vocational and Technical Education, 2019, 40(5): 68-71.
- [5] Du Shan, Wei Yangyang. Construction of University Teaching and Assessment System Based on BOPPPS Theory [J]. Science and Education Literature (Mid-Month Issue), 2021(20): 54-56.
- [6] Yan Dan, Yu Xia, Yang Liqiong. Flipped Classroom Teaching Practice Based on the BOPPPS Teaching Model from the Perspective of the New Normal in Education [J]. Science and Education Literature, 2023.