

Research on Curriculum Reform Pathways for Cultivating Family Education Guidance Competence in Primary Education Teacher Candidates from the Perspective of Curriculum Ideological and Political Education

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Abstract: This study systematically explores the cultivation pathways for family education guidance competence among primary education teacher candidates based on the concept of curriculum ideological and political education. By analyzing policy requirements such as the “Professional Competence Standards for Teacher Candidates in Primary Education (Trial)” (hereafter referred to as the “Competence Standards”), it elucidates the value significance of integrating curriculum ideological and political education into the cultivation of family education guidance competence. It proposes the construction of a tripartite curriculum objective system encompassing “value guidance-methodological training-practical application.” Addressing current issues in cultivation, including fragmented curricula, insufficient faculty resources, and monolithic resources, reform pathways are proposed from three dimensions: curriculum design, faculty development, and resource expansion. These involve constructing a modular curriculum system, building a “teaching-research integrated” instructional team, and establishing a “multi-dimensional collaborative” resource platform. The research indicates that organically integrating curriculum ideological and political education throughout the entire process of cultivating teacher candidates’ family education guidance competence facilitates the unification of knowledge transmission, competence development, and value shaping, providing theoretical reference and practical paradigms for teacher education reform in the new era.

Keywords: Curriculum Ideological and Political Education; Primary Education Teacher Candidates; Family Education Guidance Competence; Curriculum Reform

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1.Introduction

Primary education constitutes the cornerstone of the national education system. The comprehensive literacy and educational competence of primary school teachers play a foundational role in students’ holistic growth and value formation. ^[1] In the context of the new era, cultivating future teachers who possess solid professional knowledge, profound professional ethics and sentiments, and outstanding practical capabilities has become the core objective for the high-quality development of primary education programs. In 2021, the Ministry of Education promulgated the “Professional Competence Standards for Teacher Candidates in Primary Education (Trial)” (hereafter referred to as the “Competence Standards”), providing clear

professional norms and competence guidance for teacher candidate cultivation.^[1] The “Competence Standards” particularly emphasize that teacher candidates should “master curriculum-based educational methods and strategies” and be capable of “integrating ideological and political education resources within the curriculum according to its characteristics,^[2] combining knowledge acquisition, competence development, and moral cultivation.”^[3] This requirement not only highlights the pivotal role of “curriculum ideological and political education” in teacher education but also propels “how to cultivate primary school teachers adapted to the demands of basic education reform in the new era” to the forefront of professional talent cultivation.^[4] Against this backdrop, systematically integrating the concept of curriculum ideological and political education into the professional competence cultivation system for teacher candidates has become an educational practice task characterized by contemporaneity, dynamism, and relevance.^[5] Within this context, effectively enhancing teacher candidates’ family education guidance competence through curriculum construction,^[6] enabling them to implement the fundamental task of fostering virtue through education in future home-school collaboration, represents a crucial breakthrough for talent cultivation from the perspective of curriculum ideological and political education. Establishing scientific curriculum objectives and practical pathways is key to achieving this integration.

2.The Value Significance of Integrating Curriculum Ideological and Political Education into the Cultivation of Family Education Guidance Competence in Teacher Candidates

2.1 Curriculum Ideological and Political Education Construction as an Inherent Requirement for Implementing Connotative Development in Teacher Education

The “Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era” explicitly state that teachers undertake the special mission of national public officials and must strengthen their “national responsibility, political responsibility, and social responsibility.” Primary education programs possess dual attributes of disciplinary nature and educational nature, inherently possessing ideological and political connotations guided by the cultivation of professional ethics and rooted in socialist core values in terms of value orientation.^[7] Therefore, ideological and political education is not an external add-on task to professional teaching but rather the intrinsic gene and value axis of talent cultivation. The nurturing essence and composite characteristics of teacher education determine that its curriculum must reflect the spirit of the times and practical orientation. In the construction of curriculum ideological and political education, guiding teacher candidates to deeply comprehend the spirit of educators and reflect on real-world educational issues not only contributes to forming their firm professional beliefs and ethical sentiments but also enhances their identification with the cause of socialist education with Chinese characteristics. In this process, cultivating family education guidance competence as an important component of teacher candidates’ ideological and political literacy and practical competence can enrich their professional experiences, deepen their understanding of the mission of “educating people for the Party and nurturing talent for the country,” and constitutes an essential element of realizing the “Three-All Education” (三全育人) framework.^[8]

2.2 Curriculum Ideological and Political Education Construction as the Core Lever for Promoting Talent Cultivation Reform in Teacher Education

The issuance of the “Guiding Outline for Curriculum Ideological and Political Education Construction in Higher Education Institutions” in 2020 established the fundamental principle of “fostering virtue through education” for professional courses in education. It explicitly proposed to “focus on strengthening teacher ethics and style education, highlight moral cultivation through classroom teaching, role modeling, and rule-based ethics, and guide students to establish the professional ideal of ‘learning to be a teacher and acting as a role model’.”^[9] This requirement points the way for the curriculum system construction of primary education programs and prompts deeper reflection: during the cultivation of teacher candidates’ family education guidance competence, how can value guidance be organically integrated into knowledge transmission and skill training, enabling teacher candidates not only to master home-school communication methods and strategies but also to form professional sentiments centered on “educating with virtue and nurturing with love.” Integrating the cultivation of the educator’s spirit throughout the entire process of developing family education guidance competence has become a key focal

point in the cultivation of primary education teacher candidates from the perspective of curriculum ideological and political education.

2.3 Curriculum Ideological and Political Education Construction as the Intrinsic Pathway for Integrating the Cultivation of Family Education Guidance Competence in Teacher Candidates

The “Professional Competence Standards for Teacher Candidates in Primary Education (Trial),” centered on the cultivation goal of the “Four Haves” (四有) good teacher, systematically constructs a four-in-one competence framework encompassing ethical practice competence, teaching practice competence, comprehensive educational competence, and autonomous development competence, prominently emphasizing the foremost standard of teacher ethics and conduct. In cultivating family education guidance competence, ethical practice is the prerequisite, comprehensive education is the goal, and teaching practice and autonomous development are the guarantees. This intrinsic logic highly aligns with the tripartite educational philosophy of curriculum ideological and political education: “value shaping, knowledge transmission, and competence cultivation.” Curriculum ideological and political education construction is precisely the effective pathway to break through the internal connections between these four competencies and achieve their organic integration.^[10] It can guide teacher candidates, in the study and practice of family education, not only to master guidance methods and techniques but also to deeply understand the humanistic care and social responsibility of education, enhancing their professional identity and emotional experience in authentic home-school collaborative contexts, thereby truly realizing the educational effect of “the unity of knowledge and action.”^[11]

3. Curriculum Construction Objectives for Cultivating Family Education Guidance Competence in Primary Education Teacher Candidates from the Perspective of Curriculum Ideological and Political Education

Guided by the concept of curriculum ideological and political education, the cultivation of family education guidance competence in teacher candidates should transcend the limitations of singular skill training. It necessitates constructing a comprehensive curriculum objective system led by value rationality, supported by methodology, and aimed at practical competence. This system aims to achieve the organic unification of knowledge transmission, competence development, and value shaping, specifically encompassing the following three dimensions:

3.1 Establishing a Family Education Guidance View Centered on Fostering Virtue Through Education

The primary objective of curriculum construction is to guide teacher candidates to deeply comprehend the social value and educational significance of family education from the heights of national strategy and the essence of education. Teacher candidates should firmly establish the public responsibility consciousness that “family education is a ‘national affair’ rather than merely a ‘family matter,’” consciously adopt socialist core values as the value criterion, and internalize the fundamental task of “fostering virtue through education” stipulated in the “Family Education Promotion Law” as the value principle guiding their practice.^[12] Through curriculum learning, teacher candidates need to form scientific views of children, education, and home-school collaboration, enabling them in future professional practice to effectively guide parents to abandon utilitarian educational tendencies, focus on cultivating their children’s ideological and moral character, sound personality, and comprehensive literacy, and earnestly shoulder the mission of “educating people for the Party and nurturing talent for the country.”

3.2 Systematically Mastering Family Education Guidance Methods Integrating Scientificity and Ethicality

The curriculum must enable teacher candidates to systematically construct a methodological system for family education guidance. This system not only includes diagnostic and analytical techniques based on educational and psychological theories but also emphasizes the educational ethics and humanistic care that should be upheld during the application of these methods. Teacher candidates should proficiently employ professional methods such as empathetic communication, active listening, and case study discussions, and demonstrate professional wisdom and benevolence when addressing typical issues like academic difficulties, parent-child conflicts, and internet usage.^[13] The curriculum needs to focus on cultivating teacher candidates’

value judgment and ethical decision-making abilities in complex situations, ensuring their guidance methods are both scientifically effective and consistently compliant with teacher ethics norms and educational equity principles, achieving the unity of instrumental rationality and value rationality.

3.3 Forming Collaborative Educational Practical Competence in Integrating Home-School-Community Resources

The ultimate goal of the curriculum is to cultivate teacher candidates' comprehensive practical competence in integration, design, and implementation, enabling them to play a leading professional role within the home-school-community collaborative education system. Teacher candidates should transcend the unidirectional "teacher guiding parents" model and develop into organizers and promoters of collaborative education. The curriculum should, through situational simulations, project design, and field practice, train their ability to design and implement home-school co-education activities, link community cultural resources, and initially construct educational communities.^[14] The achievement of this goal signifies that teacher candidates can creatively apply internalized value concepts and mastered professional methods to authentic, dynamic educational fields, fundamentally practicing the "Three-All Education" concept and enhancing the effectiveness of comprehensive education.^[15]

4. Curriculum Reform Pathways for Cultivating Family Education Guidance Competence in Primary Education Teacher Candidates from the Perspective of Curriculum Ideological and Political Education

To organically integrate the concept of curriculum ideological and political education throughout the entire process of cultivating teacher candidates' family education guidance competence, a systematic and operable curriculum implementation system needs to be constructed. Based on current issues in the cultivation model, such as fragmented curricula, insufficient practical experience among faculty, and monolithic teaching resources, this study proposes the following reform pathways from three dimensions: curriculum structure, faculty team, and teaching resources:

4.1 Optimizing Curriculum Design, Constructing a "Tripartite" Modular Curriculum System

Curriculum design serves as the systematic carrier for competence cultivation. The difficulty in curriculum ideological and political education lies in ensuring that metaphysical value perceptions do not merely remain at the superficial cognitive level of students but truly become the intrinsic driving force guiding their specific behaviors. Although "professional ethics" is fundamental for teacher candidates, student groups primarily residing in university campuses for extended periods find it difficult to fundamentally empathize with educational sentiments due to a lack of practical experience. For a long time, the phenomenon of theoretical instruction being disconnected from practical teaching has been prevalent in the cultivation process of teacher candidates' family education guidance competence. The development of practical courses has lagged, theoretical instruction and practical scenarios are isolated and difficult to integrate, and educational theoretical knowledge cannot be timely and effectively transformed into the practical competence of teacher candidates.^[16] Courses related to family education for teacher candidates often exhibit fragmentation, failing to achieve the organic unity of value, method, and practice. Therefore, achieving complementarity and transformation between "conceptual ethics" and "action-oriented ethics" in curriculum teaching is crucial. A modular curriculum system with the logical main line of "value guidance-methodological training-practical application" should be constructed.^[17]

Value Guidance Module: Aims to solidify the value foundation of teacher candidates in family education. By offering courses such as "Philosophical Foundations of Family Education" and "Educational Ethics and Home-School Cooperation," it systematically expounds upon the social attributes, cultural functions, and political implications of family education, strengthening their understanding and identification with the core spirit of the "Family Education Promotion Law" and socialist core values, laying the value foundation for subsequent scientific family education guidance.

Methodological Training Module: Focuses on the systematic construction of professional competence. Through courses like "Methods and Techniques of Family Education Guidance" and "Ethics and Art of Home-School Communication," it systematically teaches professional skills such as family assessment, communication strategies, activity design, and crisis intervention. It introduces typical ethical dilemma cases to cultivate teacher candidates' professional judgment that achieves

unity in scientificity, standardization, and humanism in complex situations.

Practical Application Module: Emphasizes the transformation of theory into practice. It explicitly sets family education practice tasks during educational observation and internships, requiring teacher candidates to complete practical assignments such as home visit logs, parent-teacher meeting scheme design, and simulated mediation of home-school conflicts. This enables them to comprehensively apply learned value concepts and operational methods in authentic educational settings, achieving the unity of knowledge and action.

4.2 Strengthening Faculty Development, Building a “Teaching-Research Integrated” Composite Instructional Team

Teachers are the key agents in curriculum implementation. Addressing prevalent issues in the current faculty, such as disconnection between theory and practice and insufficient competence in curriculum ideological and political education teaching, efforts should be made to build a composite faculty team possessing theoretical literacy, practical wisdom, and awareness of ideological and political education.

Optimize the composition of instructors by implementing a “university-primary school” dual-mentor system. Renowned primary school head teachers and moral education backbone teachers should be appointed as practical mentors, participating alongside university full-time teachers in curriculum design, teaching guidance, and practical evaluation to achieve deep integration of theoretical perspectives and practical experience.

Implement a faculty enhancement plan for ideological and political education teaching competence. Through regular curriculum ideological and political education workshops and family education thematic seminars, focus on improving teachers’ ability to excavate curriculum ideological and political elements and design value-guided teaching plans.

Increase the participation of primary school teachers in curriculum construction, utilizing alumni’s professional experience and educational sentiments to inspire educational sentiments in teacher candidates, laying the foundation for their professional competence cultivation. Promote the construction of structured teaching teams by forming course groups around core courses, engaging in collective lesson preparation, case database development, and teaching research to achieve joint research, sharing, and problem-solving of teaching and practical issues, supporting high-quality teaching with high-level research.

4.3 Expanding Curriculum Resources, Constructing a “Multi-Dimensional Collaborative” Open Resource Platform

The cultivation of family education guidance competence in primary education teacher candidates requires the joint efforts of relevant entities such as universities, primary schools, and society. As a systematic project, ideological and political education is closely related to the coordination and cooperation of these entities. Existing resource utilization in primary education curriculum construction is relatively monolithic, primarily centered on university education, lacking in-depth exploration of various social resources and resources within the school system. The use of resources inside and outside the university and across disciplines is fragmented, characterized by spatial boundaries and disciplinary barriers. Limitations in resource source channels and application channels result in superficial application of various resources. Teaching resources are a crucial guarantee for achieving curriculum objectives. To overcome limitations such as monolithic resource forms, scarcity of cases, and disconnection from reality, it is necessary to systematically develop and integrate a three-dimensional, open teaching resource repository. Utilize information technology, relying on cloud platforms, virtual simulation, etc., to establish online-offline action communities with primary schools. Form a cultivation model of “online resource sharing + offline interactive co-education,” embedding primary school classroom teaching into university classrooms. Break down barriers between physical and information spaces of classroom teaching, achieve seamless connection between university and primary school classrooms, fully link theoretical teaching with authentic primary school practice, promote the integration of classroom teaching time and space, and provide panoramic teaching scenarios for teacher candidates.

Focus on building a localized case database. Collaborate with frontline primary schools and educational research institutions to jointly develop normative teaching cases covering typical situations such as home-school communication, guidance for students with special needs, and parent-child relationship adjustment, ensuring the authenticity, representativeness, and teaching applicability of the cases. Construct a digital resource platform, integrating high-quality MOOCs, expert lectures,

virtual simulation experiments, and other resources to support students' autonomous learning and immersive experiences. Build collaborative education practice bases. Establish stable cooperative relationships with high-quality primary schools and model communities, forming an integrated practical teaching chain of "observation-observation-internship." Extend curriculum learning to authentic educational sites, enabling teacher candidates to deepen their understanding of home-school-community collaborative education through immersive experiences, comprehensively enhancing their comprehensive practical competence and educational sentiments.

Conclusion

This study has systematically argued for the necessity and feasibility of deeply integrating the concept of curriculum ideological and political education into the cultivation of family education guidance competence among primary education teacher candidates. In response to the structural dilemmas within the current cultivation system—namely fragmented curricula, insufficient practical experience among faculty, and monolithic teaching resources—this research has innovatively constructed a tripartite curriculum objective system encompassing "value guidance, methodological training, and practical application." Building upon this framework, specific reform pathways are proposed from three dimensions: curriculum structure, faculty development, and teaching resources. These include the construction of a modular curriculum system, the development of a "teaching-research integrated" instructional team, and the establishment of a "multi-dimensional collaborative" resource platform.

This systematic pathway is designed to break down the barriers between theoretical instruction and practical application, achieving the organic transformation from "conceptual ethics" to "action-oriented ethics." It ensures that teacher candidates not only master professional skills but also internalize the core values of "fostering virtue through education," thereby enhancing their professional identity and mission. The research demonstrates that this systematic curriculum reform paradigm not only provides a practical blueprint for effectively enhancing the professional leadership of teacher candidates in home-school-community collaborative education in the new era, but also offers a reference solution with both theoretical depth and practical validity for advancing curriculum ideological and political education in teacher education and fulfilling the fundamental task of fostering virtue through education.

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Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this paper.

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