

## Original Paper

# A Study on the Consciousness of Chinese National Community among "9+3" Yi Students in Higher Vocational College—Taking the Creation of Curriculum for the Educational Environment of Kindergartens in Sichuan Preschool College as an Example

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### **Abstract**

*In the process of carrying out the fundamental task of moral education and cultivating people, curriculum ideological and political construction has become a key measure to promote the development of "big ideological and political" pattern and the implementation of the concept of "three-whole education". For the "9+3" Yi students in higher vocational colleges, teachers should firmly cast the consciousness of the Chinese nation community as the key element of ideological and political integration, in order to comprehensively strengthen the Yi students' national identity and national confidence, and realize the educational goal of cultivating talents for the Party and the country. This paper takes kindergarten education environment creation curriculum teaching as the research object, and analyzes the current situation of "9+3" Yi students' consciousness cultivation of Chinese nation community by expounding relevant concepts, the correlation between curriculum ideology and politics and the*

*Chinese nation community as well as the situation of kindergarten education environment creation curriculum. And put forward the training strategy of "9+3" Yi students' consciousness of Chinese national community based on the "five in one" teaching mode.*

### **Keywords**

*curriculum ideology and politics; "9+3" Yi students, Chinese national community consciousness, Kindergarten education environment creation, "Five in one" teaching model*

The report of the 20th National Congress of the Communist Party of China once again put forward, "to cast a strong sense of community of the Chinese nation as the main line, unswervingly follow the correct path of solving ethnic problems with Chinese characteristics". "Therefore, in the training of "9+3" Yi students in higher vocational colleges, it is necessary to clarify the basic goal of curriculum ideological and political construction, and to deepen the reform of curriculum teaching methods and forms, so as to achieve the goal of creating a strong sense of the Chinese nation community, so that "9+3" Yi students have better prospects for development, adapt to future posts, and serve pre-school education in minority areas.

## **1. Introduction**

### **(1) Definition of relevant concepts**

#### **1. Curriculum ideology and politics**

Since the concept of curriculum thought and politics was put forward, the academic circle has not defined it uniformly, nor has it formed a clear and unmistakable definition. Broadly speaking, it covers various ways and methods of educating people in higher education, including but not limited to shaping students' personality and values through various forms such as practical activities, scientific research, cultural inheritance and social funding. These methods aim to integrate moral education, patriotism education, legal concept, socialist core values and national spirit into every link of higher education, making it an organic part of the education work in colleges and universities.

However, in the narrow sense, curriculum ideological and political education refers to the natural integration of ideological and political education elements in classroom teaching, that is, the natural ideological and political education while imparting professional knowledge. This concept requires teachers to skillfully combine ideological and political content with teaching content when teaching courses, so that students can feel the influence of ideological and political education in the process of learning professional knowledge. Such integration is not only a simple superposition, but also a deep educational innovation, which emphasizes the organic unity of educational content and form, with the purpose of cultivating students' correct world outlook, outlook on life and values. This study defines curriculum ideology and politics as a new educational concept, aiming to integrate content, resources, spirit and other elements of ideological and political education into curriculum teaching and reform through curriculum teaching reform in colleges and universities, so as to promote the synergistic effect between

courses of various disciplines and ideological and political courses, and achieve the task of cultivating moral and human education.

## 2. The Consciousness of Chinese Nation Community

The consciousness of the Chinese nation community is a political concept put forward in the Decision of the Central Committee of the Communist Party of China on Further Comprehensively Deepening Reform and Promoting Chinese-style Modernization at the Third Plenary Session of the 20th CPC Central Committee, which refers to the establishment of the highest identity of the Chinese nation community and the formation of a sense of mission, honor and belonging to the Chinese nation. The consciousness of Chinese ethnic community is subjective to a certain extent, but it shows a certain initiative in social practice. It is an ideological concept formed by individuals in the process of cognition, evaluation and identification of the construction of the Chinese ethnic community. It emphasizes the integral nature of the Chinese nation and can consciously assume the loyalty and identification of the Chinese ethnic community.

It is not only a psychological state or emotional tendency toward the Chinese nation community, but also establishes the highest sense of identity for the Chinese nation as a whole. This identity comes from a deep understanding of and respect for the historical, cultural and spiritual values of the Chinese nation, which enables individuals to feel the sense of mission, honor and belonging they shoulder as part of the Chinese nation. The consciousness of the Chinese nation community emphasizes that the Chinese nation is an inseparable whole, and every member should consciously assume the loyalty and identity of the Chinese nation community. This loyalty is not only loyalty to the country, but also the responsibility for the inheritance and development of the Chinese civilization; The identity is based on the pride of the national culture and the sense of responsibility for the community of national destiny.

## 3. "9+3" Yi Students

The "9+3" Yi students refer to the Yi students supported by the "9+3" free vocational education program launched by the Sichuan provincial government in 2009. The "9+3" free vocational education program provides important support for children from poor families in Yi areas to receive secondary vocational education. It not only exempts tuition fees, but also provides subsidies for living allowances, accommodation, transportation, books and other miscellaneous expenses, and is covered by the basic medical insurance for local urban residents. The program aims to help these students receive vocational skills training and enhance their employability, thus contributing to local economic development and social stability.

### (2) Analysis of the correlation between ideological and political education and the Chinese National Community

There is a close and profound correlation between curriculum ideology and politics and the Chinese nation community. As an important part of college education and teaching, curriculum ideology and politics

aims to integrate ideological and political education into the teaching of each course, so as to realize the fundamental task of cultivating morality and educating people. The consciousness of the Chinese nation community is the main line of the Party's ethnic work in the new era, and an important cornerstone for maintaining national unity, ethnic unity and social stability. In the course of ideological and political practice, integrating the consciousness of the Chinese nation community can not only enhance the students' national pride and self-confidence, but also guide them to establish a correct view of the country, history, nationality and culture. Through the course of ideological and political teaching, students can have a deeper understanding of the history, culture and national spirit of the Chinese nation, so as to enhance the sense of identity and belonging to the Chinese nation. This sense of identity and belonging is an important foundation for building a strong sense of community of the Chinese nation, and is also an inevitable requirement for realizing the great rejuvenation of the Chinese nation. Therefore, there is a mutually reinforcing relationship between curriculum ideology and politics and the consciousness of Chinese nation community.

(3) Introduction to the creation of curriculum for kindergarten education environment "Kindergarten education environment Creation" as the core curriculum of preschool education majors, plays a vital role. It not only comprehensively and systematically expounds the basic theoretical knowledge and practical production skills of environment creation, but also deeply embodies the teaching concept of close combination of theory and practice, aiming at stimulating and maintaining students' interest in learning. The core goal of this course is to let students deeply understand the important value of environmental education and play-teaching AIDS production for the all-round development of children, so as to cultivate their professional quality in this field.

It is particularly important that in the process of learning the creation of kindergarten education environment, we should focus on how to enhance the awareness of Chinese national community of Yi students through this way. Combining the five major areas, integrating into the rich cultural connotation of the pluralistic unity of the Chinese nation, designing the educational environment and carrying out meaningful theme activities can not only help the Yi students better understand and accept their own national culture, but also promote their learning and understanding of other ethnic cultures, so as to plant the seeds of national unity and harmony in the depths of their hearts.

Through the creative design, hands-on production and display of the works, students will learn how to evaluate and self-reflect in practice. This process will not only significantly improve their ability to analyze and solve problems, but also stimulate innovative thinking and gradually establish the habit of lifelong learning. More importantly, this teaching mode helps Yi students to feel the breadth and depth of Chinese culture in the participation, enhance their sense of identity and belonging to the Chinese family, and contribute to the construction of the Chinese community.

II. Current situation of "9+3" Yi students' awareness of Chinese National community training in our school

The current situation of "9+3" Yi students' consciousness of Chinese national community shows a positive

trend. This training process is mainly based on the "9+3" free education program, which aims to help Yi minority students better integrate into the mainstream education system by providing high-quality educational resources, thus enhancing their sense of Chinese community. Taking the "9+3" talent training program for Yi students of Sichuan Preschool Normal College as an example, the program aims to cultivate all-round development of morality, intelligence, physical fitness, the United States and labor for the Yi are of Sichuan, with feelings of love and education, child-oriented philosophy, good humanistic and scientific literacy, solid professional knowledge, good professional ability, and strong sense of sustainable development. To be able to retain, use and do well in preschool education institutions such as kindergartens in ethnic areas.

**Table 1. Students of this Major are Expected to Have and Achieve the Following Goals Within about 5 Years of Entry:**

Training goal 1	Professional philosophy and teacher ethics. Implement the Party's educational policy, consciously practice the socialist core values, implement the fundamental task of moral education, love the cause of preschool education, care for children, have a firm professional belief in teachers, good moral accomplishment, education feelings of serving the grassroots, teach according to law, and be the guide on the road of children's growth.
Training goal 2	Professional knowledge and teaching ability. With good humanistic and scientific literacy, proficient in systematic knowledge of child development, child care knowledge and methods and strategies for carrying out child care activities, able to combine professional theoretical knowledge with practical work to scientifically carry out various child care activities such as daily life organization and care, support and guidance of game activities, planning and implementation of educational activities, observation and evaluation of children's behaviors.
Training goal 3	Class management and comprehensive education. Be good at making use of kindergarten, family and community resources to educate students comprehensively, be able to create a suitable class material environment, establish a good class order and create a good class atmosphere, and be competent in kindergarten class management.
Training goal 4	Lifelong learning and professional development. Firmly establish the concept of lifelong learning, have a strong sense of professional development and independent learning ability, have good communication skills and team spirit, can deeply reflect on educational practice, solve practical problems, form a certain ability of education teaching and research, take the initiative to adapt to the needs of preschool education reform, and achieve continuous professional development.

On the basis of this goal, the school teaches students the history and culture of the Chinese nation, traditional virtues and the sense of national unity by setting up special courses, holding lectures and

themed activities. In this way, graduation requirements are as follows:

**Table 2. Students Graduation Course Requirements**

Graduation Requirements	Graduation requirements Indicator points
<b>1. Standard of teacher ethics:</b> Form the identification of socialism with Chinese characteristics from the four aspects of ideology, politics, theory and emotion, and practice the core socialist values. To carry out the Party's educational policy and cultivate morality and talents. Abide by the professional ethics of preschool teachers, have professional ethics and the consciousness of teaching according to law, and aspire to become a good teacher in the new era.	<b>[1.1 Socialist Core Values]</b> can understand the main ideological content of socialist core values, and reflect the ideological identification, political identification, theoretical identification, cultural identification and emotional identification of socialism with Chinese characteristics in attitude and practice; To carry out the Party's educational policy and cultivate morality and people.
	<b>[1.2 Teaching according to Law and Code of Professional Ethics]</b> Familiar with education laws and regulations, teaching according to law; Be able to master the main professional ethics of preschool teachers, and reflect professional ethics in words and deeds.
	<b>[1.3 "Four Have" good teachers in the new era]</b> can expound and explain the core connotation of "four have" good teachers, study hard and aspire to practice.
<b>2. Education feelings:</b> Love preschool education and understand the significance of preschool education for children's growth and social progress. Identify with the professionalism and value of teacher work, have a certain cultural heritage and scientific spirit, with positive emotions, respect for children, care for children, work carefully, patience, full of responsibility, willing to participate in the	<b>[2.1 Professional emotion]</b> Love preschool education and pay attention to the development of preschool education; Respect for children, care for children and treat children equally in educational practice; Pay attention to vulnerable children and be willing to devote themselves to the cause of grassroots early childhood education.
	<b>[2.2 Career understanding]</b> Be able to understand the value of preschool education to the development of children, take the initiative in educational practice, have the courage to take responsibility, and be the initiator and guide for the healthy growth of children.
	<b>[2.3 Scientific Outlook on Children and Education]</b> Pay attention to the physical and mental development of children, take the initiative to observe, identify and reasonably respond to the needs of children, interpret the core

grassroots early childhood education cause, to do children's healthy growth of the initiator and guide.

connotation of scientific outlook on children and education, and use it to guide their own educational behavior.

**3. Education knowledge:** Have basic humanistic and scientific literacy, have solid professional knowledge of preschool education, understand the laws of physical and mental development and learning characteristics of children, be familiar with the basic knowledge of related disciplines, master the basic theories, methods and strategies of early childhood education and teaching, and integrate the knowledge of various disciplines and

**[3.1 General knowledge]** Be able to understand the general knowledge of humanities and social sciences and natural sciences; Have the methods and skills of educational information technology operation; Acquire the basic methods of listening, speaking, reading, writing, playing, singing, dancing and acting.

**[3.2 Child development knowledge]** can describe the age characteristics and rules of physical and mental development of children at different ages, and acquire strategies and methods to promote the all-round development of children; It can put forward corresponding countermeasures according to the problems that are prone to occur in children's physical and mental development.

**[3.3 Knowledge of Kindergarten Care and education ]** Be able to master the basic knowledge of kindergarten care and education, and understand the basic characteristics of kindergarten care and education; Be able to integrate and use the basic knowledge and methods of daily life, kindergarten environment creation, game activities, educational activities, etc.

fields.

**4. Education ability:** Be able to scientifically plan daily life, effectively create and utilize the environment, support and guide children's play activities, design and organize various educational activities in accordance with the Guidelines for Kindergarten Education (Trial) and the Guide for Learning and Development of Children aged 3-6, follow the rules of physical and mental development and learning characteristics of children, and apply the knowledge of early

**[4.1 Organization and Care of daily life]** Can follow the rules and characteristics of children's physical and mental development, reasonably arrange and organize all aspects of daily life, and guide children to form good habits of life and behavior.

**[4.2 Environment Creation, Support and guidance]** Use all kinds of resources to create an educational environment conducive to children's growth, learning and play.

**[4.3 Planning and implementation of educational activities]** can provide rich and appropriate game materials to guide, support and promote the development of children's games. According to the rules of children's physical and mental development and learning characteristics, develop phased educational activity plans and implement specific activity programs.

**[4.4 Observation and Evaluation]** Be able to pay attention to and record children's daily performance, evaluate children objectively by comprehensive

childhood care and education. Be able to communicate with children and observe, record and analyze children's behavior, and be able to evaluate kindergarten activities.

observation, conversation, work analysis and other methods, and point out the advantages and disadvantages of kindergarten education activities.

**5. Class management:** master the characteristics of kindergarten classes, establish class order and rules, rationally plan time and space, make full use of various educational resources, create a suitable material and spiritual environment for the class, establish a good peer relationship and teacher-child relationship, and create a good class atmosphere. Be

**[5.1 Class routine]** Can explain the basic principles and key points of kindergarten class routine management, master the basic methods of class routine management; Be able to design and plan the basic flow of daily education activities, establish and implement class order and rules.

**[5.2 Class environment]** Be able to reasonably plan the daily activity time and various Spaces of the kindergarten class, and create the physical environment of the class by using various materials; Be able to establish a harmonious peer relationship and teacher-child relationship, and create a good class spiritual environment; Be a model for teachers, and play their own role model in equal respect.

a model for teachers, and play an exemplary role in equality and respect.

**6. Comprehensive education:** can respect the characteristics and laws of children's social and emotional development, and use various educational methods to cultivate children's will quality and behavior habits. Understand the education value of the environment and the culture of the kindergarten, use a variety of educational opportunities to educate children, and integrate family, kindergarten, community and other resources for comprehensive education.

**[6.1 Environment education]** can respect the characteristics and rules of children's social and emotional development, explain the value and characteristics of the environment for children's development, master the educational elements in the explicit and implicit environment, and use them to create an educational environment conducive to children's growth, learning and play.

**[6.2 Random education]** can explain the value and characteristics of random education, judge and educate the contingencies in daily life, and cultivate children's good social habits and prosociality.

**[6.3 Home community education]** can explain the value of three-dimensional interaction between family, kindergarten and community to promote children's physical and mental development, and implement comprehensive education in home community by using a variety of educational resources.



<p><b>7. Learn to reflect:</b> have a sense of lifelong learning and professional development. Pay attention to the reform and development of preschool education at home and abroad, and can take the initiative to learn and plan career according to the needs of The Times and the development of preschool education. Have a certain sense of innovation, use critical thinking methods, self-diagnosis of education and teaching practice activities, improve the ability to analyze and solve problems.</p>	<p><b>[7.1 Reflective ability]</b> Can initially use action research, comparative research and other common educational research and teaching reflection methods and skills, to analyze and reflect on educational phenomena and teaching cases in learning, use critical thinking methods, and learn to solve problems.</p> <hr/> <p><b>[7.2 Development and Innovation]</b> Can pay attention to the reform and development trends of preschool education at home and abroad, understand The Times and the development needs of preschool education, master the connotation and main methods of lifelong learning, initially form the professional concept of lifelong learning and sustainable development, have a certain sense of innovation, take the initiative to learn and make career plans.</p>
<p><b>8. Communication and cooperation:</b> understand the role of the learning community, have the spirit of teamwork, actively participate in group mutual assistance and cooperative learning, and have the knowledge and skills of communication.</p>	<p><b>[8.1 Teamwork]</b> can explain the form and connotation of learning community. Actively participate in group learning, special discussion, team interaction, network sharing and other collaborative learning activities in classroom learning and teaching practice, and solve problems through sharing and discussion.</p> <hr/> <p><b>[8.2 Communication skills]</b> Able to communicate and cooperate with learning partners, leaders, teachers, children, parents and community members through oral, written communication and modern information tools.</p>

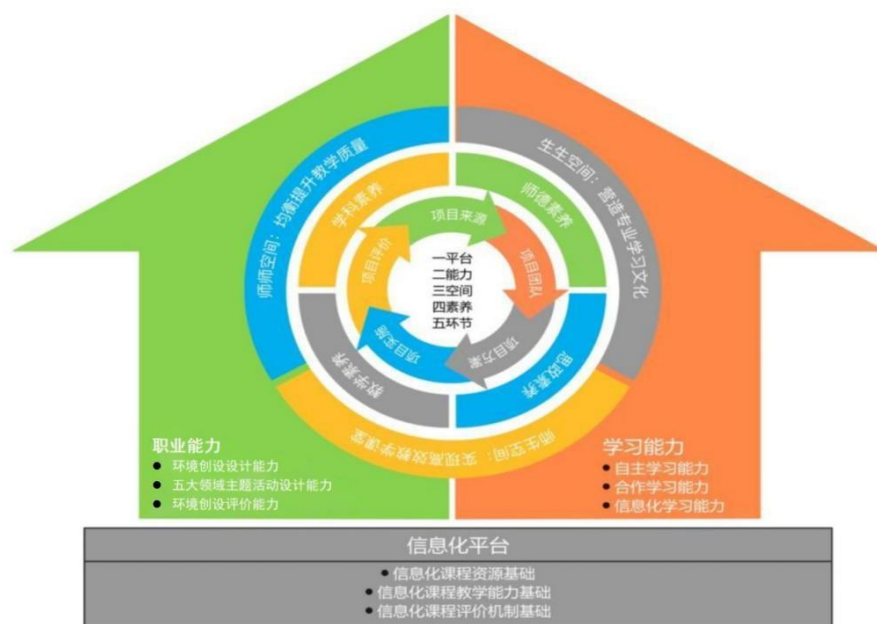
At the same time, the school respects ethnic customs, celebrates the Yi New Year for Yi students in school, and actively organizes exchanges and interactions between Yi students and students of other ethnic groups to promote mutual understanding and friendship. In addition, the school has received the support of the government and all walks of life, and has also given strong support and attention to the cultivation of the consciousness of the Chinese national community among the "9+3" Yi students. The government has created good conditions for the smooth implementation of the "9+3" education plan by formulating relevant policies and providing financial guarantees. All sectors of society have provided help and support for the study and life of Yi students by donating materials and providing voluntary services.

To sum up, the current situation of "9+3" Yi students' awareness of Chinese national community is positive, but it still needs continuous efforts and attention. Through strengthening the efforts of school

education, government support and social participation, we can further promote the cultivation of "9+3" Yi students' Chinese national community consciousness and achieve more remarkable results.

III. The curriculum created in the kindergarten education environment establishes the implementation path of Yi students' consciousness of Chinese national community: the "five-in-one" teaching model

Under the background of curriculum ideological and political construction, the cultivation of "9+3" Yi students' Chinese national community consciousness should not only integrate and improve the curriculum content, but also improve the teaching method and mode. The "five-in-one" teaching mode is based on "one platform, two abilities, three Spaces, four qualities and five steps" to strengthen the integrated teaching effect of ideological and political elements and the kindergarten education environment to create the curriculum, and implement the cultivation goal of Chinese national community consciousness.



**Figure 1. Five in One Teaching Mode**

(I). One platform: Enrich curriculum ideological and political resources based on information-based teaching platform

Under the background of information-based education 2.0 action plan, the construction of information-based platform has become an important way to cultivate talents in higher vocational colleges. In the ideological and political construction of curriculum creation in kindergarten education environment, higher vocational colleges should establish a perfect information teaching platform for "9+3" Yi students, and open up new channels for students to firmly realize the Chinese nation community.

First of all, vocational colleges should rely on the information platform to establish a curriculum ideological and political resource base, with the curriculum chapter system created by the kindergarten

education environment as the connecting point, and the consciousness of Chinese nation community as the core theme, so as to integrate ideological and political theories, social hot news, film and TV drama clips, new media short videos, teaching cases, student life practice cases and other resource information. To provide sufficient resource support for teachers' teaching, and promote the implementation of curriculum ideological and political education.

Secondly, teachers should rely on the information platform to set up online ideological and political thematic elective courses, adopt different forms such as micro-classes, MOOCs or online lectures, combine the dual elements of "Chinese national community consciousness" and "kindergarten education environment curriculum creation", and tell Chinese stories such as revolutionary history, Yi culture and red culture through thematic courses to strengthen students' awareness of ethnic community.

In addition, teachers should also rely on the information platform to establish a curriculum evaluation mechanism, analyze the integration effect of ideological and political elements in curriculum teaching and the cultivation of Chinese nation community consciousness according to the data of students' learning attitude and teachers' teaching behavior, and then establish a big data analysis platform to improve the reliability and validity of teaching supervision.

(II). Two abilities: Developing national self-confidence around vocational ability and learning ability

In the construction of the talent training system of higher vocational colleges, according to the basic characteristics of "9+3" Yi students, teachers should persist in teaching activities centered on students' vocational ability training and learning ability development, and integrate ideological and political elements to strengthen students' ethnic identity and self-confidence, so as to achieve the goal of cultivating ethnic community consciousness.

First of all, in the training of vocational ability, teachers should take the law of aesthetic education as the basis, and cultivate students' practical skills with the help of activities such as creation work design and theme activity game design in the kindergarten environment. On the one hand, teachers can integrate ideological and political elements through the way of situation creation. For example, when creating a kindergarten environment creation project, teachers can show the changes of the kindergarten environment in the Yi area in the past 20 years through multimedia, which can not only let students understand the development process of kindergarten environment creation and changes in needs, but also let students realize the support and help of the state and the Party to the Yi area, so as to enhance students' love and support for the country and the Party. On the other hand, teachers can infiltrate ideological and political elements through the project activities. For example, in the design of themed activities and games, teachers can choose themes such as red culture, revolutionary culture and Long March culture, and guide students to show the participation of the Yi people in the Red Army's Long March through games, thus reflecting the heroic quality of resistance and unity of the Yi people.

Secondly, in the training of learning ability, teachers should master the teaching strategies such as information-based teaching, cooperative learning and independent learning, and integrate ideological and political elements into the teaching activities with the help of the design links such as context, scaffolding

and evaluation, so as to improve students' learning skills and develop good learning habits. For example, teachers can introduce the red story of national unity and resistance in cooperative learning, so as to urge students to cooperate with each other like their ancestors and solve the problems in learning together.

(III). Three Spaces: Relying on multiple Spaces to build a community of ideological and political integration

With the support of the universal learning theory, vocational colleges should also establish a project work community for "9+3" Yi students, and thus form three major Spaces for teachers, teachers and students, and provide a platform for students to grow in an all-round way.

First of all, in the space of teachers, vocational colleges should organize interdisciplinary teacher teams to establish cooperation platforms with kindergarten teachers, and create curriculums for the kindergarten education environment, build resource systems for the cultivation of Chinese national community consciousness, and coordinate guidance projects. On the one hand, teachers' teaching level and professional ability should be improved, and on the other hand, project teaching and classroom quality should be promoted. According to the real feedback of kindergarten teachers, they can adjust the teaching methods of kindergarten education environment curriculum creation, and pay attention to the development and shaping of students' ideological character.

Secondly, in the space of teachers and students, teachers should reshape the online interactive space and offline teaching space respectively. The online links should be dominated by pre-class preview, after-class consolidation and expansion, and pay attention to students' online learning and group task completion, so as to scientifically analyze students' learning status and create a better environment and window for curriculum ideological and political construction. The offline link should be based on the construction of smart classroom, establish interactive classroom through classroom interaction, teacher evaluation, timely grading and other mechanisms, create a good classroom atmosphere for the integration and application of ideological and political elements, and improve students' acceptance and enthusiasm. In addition, in the study-student space, teachers can create a sharing and communication platform for students to learn independently. On the one hand, they can encourage students to post, comment and interact according to their own study and life; on the other hand, they can promote students of different ethnic groups, regions and backgrounds to understand each other with Yi students, and strengthen students' ethnic integration thoughts through mutual help and making friends. And establish the Chinese national identity.

(IV). Four qualities: Promote the comprehensive development of Yi students' sense of national community

Under the guidance of the PCK concept, the vocational college promotes the construction of the "9+3" Yi students' consciousness of Chinese national community, and also needs to comprehensively cultivate the teachers' quality and ability, so as to lay a good foundation for the ideological and political construction of the curriculum in the kindergarten education environment. To be specific, training should be carried out for "discipline literacy, teaching literacy, ideological and political literacy and teacher moral literacy"

respectively.

First of all, focus on training teachers' discipline literacy, through online and offline training courses and platforms, targeted training teachers to master the kindergarten education environment curriculum, to show good professional knowledge, skills and literacy level. Secondly, it emphasizes the development of teachers' teaching accomplishment, requires teachers to master the teaching content and rules of kindergarten educational environment creation curriculum, be able to use multiple teaching methods for teaching design, and cultivate students' comprehensive ability and professional skills. Thirdly, pay attention to the development of teachers' ideological and political literacy, strengthen the concept of moral cultivation and curriculum ideological and political methods, integrate local red resources and folk culture into the curriculum system, and implement the goal of cultivating the consciousness of the Chinese nation community. Finally, we should inherit the century-old culture of cultivating teachers' ethics and cultivate teachers' own ethics and manners.

(V). Five steps: The establishment of the Chinese national community consciousness training workflow

In view of the construction of "9+3" Yi students' consciousness of the Chinese nation community, higher vocational colleges should also establish five basic steps to implement the goal of talent training.

The first step is to clarify the task requirements, guide the students to accept the task, and clarify the task standards and evaluation mechanism. The second step is to improve the task plan. Teachers and students should work out the work plan together, divide the work reasonably and set the result form. The third step, on the basis of group cooperation and in the form of mixed online and offline teaching, urges students to complete independent learning and integrate ideological and political elements into teaching activities. The fourth step is to revise the task results scientifically. Through students' group task reporting and sharing, the teacher puts forward suggestions for improvement. The fifth step is to implement task evaluation. Teachers evaluate the effect of ideological and political integration of students' learning projects and courses, and complete the project work order through inter-group evaluation and intra-group mutual evaluation, so as to achieve the goal of cultivating the consciousness of Chinese nation community.

#### IV. Conclusion

To sum up, under the background of the new era, higher vocational colleges should establish a curriculum ideological and political education mechanism and system for "9+3" Yi students. On the one hand, they should comprehensively upgrade the curriculum teaching content and methods, improve the curriculum quality and teaching level, and on the other hand, fully integrate the elements of Chinese national community consciousness to strengthen students' ethnic identity and national consciousness. In order to achieve the goal of educating people with beauty, beautifying people and cultivating Yuan with beauty. In short, under the background of the new era, for higher vocational colleges, the construction of the mechanism and system of curriculum ideological and political education for "9+3" Yi students is not only a major strategic task, but also the key to improve the quality and efficiency of education.

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