

Application of the Integration of Boppps Teaching Model and Ideological and Political Education in Preschool Hygiene Education

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Abstract. In the context of modern educational development, exploring effective teaching methods to cultivate preschool education talents with comprehensive qualities is particularly important. This study aims to explore the application and effects of integrating the BOPPPS teaching model with Ideological and Political Education in the teaching of preschool hygiene. Through a combination of literature review and empirical research, we adopted a teaching design that integrates the BOPPPS model with Ideological and Political Education and implemented a teaching experiment. After the course ended, the experimental group's final total scores and practical assessment scores were significantly better than the control group, and the scores for humanistic care were also significantly better than the control group, with differences being statistically significant. The questionnaire on the effectiveness of Ideological and Political Education showed positive results. The results indicate that combining the BOPPPS teaching model with Ideological and Political Education helps improve students' academic performance and enhances teaching effectiveness. Its application in the teaching of preschool hygiene has proven feasible, providing an innovative teaching strategy for preschool hygiene education.

Keywords: BOPPPS Teaching Model; Ideological and Political Education; Preschool Hygiene; Application Research.

1. Introduction

With the continuous development of modern educational concepts, integr traditional classroom teaching has become an integrating modern educational models with traditional classroom teaching has become an important direction for educational reform [1]. Moral education is the fundamental task of higher education, and implementing ideological and political courses in preschool education is an important measure for this task. Preschool hygiene is a core course in preschool education, understanding the growth and development patterns of preschool children and their relationship with health, enabling students to better understand the physical development needs of children and laying a certain knowledge foundation for cultivating students' job competence [2-3]. The BOPPPS teaching model, as a popular standardized teaching model internationally, focuses on the achievement of teaching objectives and divides the teaching process into 6 stages: Bridge-in (B), Objectives (O), Pre-assessment (P), Participatory learning (P), Post-assessment (P), and Summary (S). It provides teachers with a complete framework covering all aspects of classroom teaching and theoretical support [4], emphasizing goal orientation and student engagement, helping to enhance students' self-learning ability, and creating conditions for the integration of ideological and political elements into the curriculum.

2. Object and Method

2.1. Survey Participants

This survey selected two classes of students majoring in preschool education from the year 2023 as the research subjects, obtaining informed consent. The method of voluntary grouping was adopted, selecting 69 students from class 1 of the grade 2023 as the control group, using traditional didactic teaching methods, and selecting 60 students from class 2 of the grade 2023 as the experimental group,

using a teaching model that integrates course ideological and political elements based on the BOPPPS teaching model for instruction. There were no statistically significant differences in the general information such as the way of admission, age, family background, and theoretical knowledge level between the two groups of students.

2.2. Survey Methodology

In the given scenario, we have two methods of assessment: a practical examination and a written closed-book exam contributing to the final grade. After concluding the chapter on safety and first aid techniques for preschool children, both groups of students undergo a practical examination for cardiopulmonary resuscitation (CPR), with a total score of 100 points. This practical exam accounts for 20% of the overall grade, and within the scoring criteria for the practical exam, there is a specific point allocation for humanistic care, which carries 5 points. Additionally, a self-designed questionnaire is used to assess the effectiveness of ideological and political education integrated into the preschool hygiene course after its completion. The questionnaire aims to evaluate teaching satisfaction. A total of 60 questionnaires are distributed to both groups of students, with all 60 being effectively returned and yielding an effective response rate of 100%.

2.3. Survey Instruments

The control group primarily employs traditional lecturing methods without deeply integrating ideological and political (Ideo-political) elements. The experimental group uses a flipped classroom teaching model based on the BOPPPS instructional model, incorporating Ideo-political education of the course content, using Chapter Six on safety and first aid techniques for preschool children as an example to introduce the teaching design and implementation. Bridge-in (B): A week before the class, a guided learning segment is set up, with materials provided online for students to use for preview. Teaching Objectives (O): According to the content on safety and first aid techniques for preschool children, students are expected to achieve knowledge objectives, skill objectives, and Ideo-political education objectives. Pre-assessment (P): Before the start of the course, questions related to first aid knowledge are released online, and the test is completed online, with timely adjustments to the teaching design based on the responses. Participatory Teaching (P): This is the core segment, where knowledge points are explained and integrated with Ideo-political education.

3. Results

3.1. Student Evaluation of the Course

Through a survey, it was found that 95% of students believe that the course integrates Ideo-political education. A total of 88.3% of students think that the Ideo-political education within the course has a significant impact on their character and behavior, while 80% feel that the Ideo-political component conveys positive energy. About 85% of students report that teachers of specialized courses often touch upon Ideo-political content. Additionally, 76.7% of students find the teaching model easy for grasping knowledge, with 93% expressing satisfaction with the teaching approach. Furthermore, 96.7% of students believe that the Ideo-political aspect of the course contributes to enhancing their Ideo-political literacy.

3.2. Comparison of Examination Scores Between Two Groups of Students

The control group's average score for the cardiopulmonary resuscitation CPR practical examination was 86.81 ± 3.41 , with an average score for humanistic care at 3.36 ± 1.20 . The final average score for the term was 77.92 ± 8.46 . The experimental group's average score for the CPR practical examination was 93.08 ± 3.58 , with an average score for humanistic care at 4.28 ± 1.16 . The final average score for the term was 83.183 ± 9.99 (see Table 1). Comparing the examination scores between the two groups of students, the difference is statistically significant ($P < 0.05$).

Table 1. Comparison of Examination Scores Between Two Groups of Students

Item	Control Group	Experimental Group	F	P
Scores for Practical				
Examination (CPR)	89.52±2.16	91.42±3.00	1.818	<0.01
Scores for Humanistic				
Care	2.96±1.03	4.37±0.99	0.147	<0.01
Final Total Score	77.92±8.46	83.18±9.94	1.340	<0.01

4. Conclusion

The teaching design based on the integration of BOPPPS instructional model and Ideo-political education is an effective educational method, yet it still requires continuous improvement and enhancement during implementation. By expanding the sample size, flexibly choosing teaching methods, and deeply studying Ideo-political theory, teachers can better achieve the integration of professional knowledge with moral education, laying a solid foundation for cultivating well-rounded talents. The combination of BOPPPS instructional model with Ideo-political education contributes to enhancing students' academic performance, improving college students' Ideo-political literacy, and increasing teaching effectiveness. Its application in the teaching of preschool hygiene courses shows certain feasibility, providing an innovative teaching strategy for the instruction of preschool hygiene.

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