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# Research on the Constituent Elements of Innovative Thinking Ability among Undergraduate Students majoring in Preschool Education

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**Abstract:** ***In the rapidly developing modern society, preschool education is a crucial stage in children's growth process, which requires teachers to have high standards of professional quality. Innovative thinking ability has become an essential core quality for undergraduate students majoring in preschool education. This ability is not only related to individual career development, but also has profound significance for the comprehensive development of young children and the improvement of educational quality. Therefore, in-depth research on the constituent elements of innovative thinking ability among undergraduate students majoring in preschool education plays an extremely important role in improving educational training programs and enhancing educational quality. This study aims to analyze the connotation and extension of innovative thinking ability, in order to provide theoretical support and practical guidance for the reform of preschool education.***

**Keywords:** Preschool education major; undergraduate; Innovative thinking ability; Constituent elements.

## 1. Introduction

With the deepening of education reform, the demand for teachers' innovative thinking ability in the field of preschool education is constantly increasing[1-2]. As future educators, the cultivation of innovative thinking ability among undergraduate students majoring in preschool education is particularly crucial. Innovative thinking not only helps teachers design creative teaching activities, but also stimulates children's curiosity and exploratory desire, promoting their comprehensive development. The following will explore the constituent elements of innovative thinking ability among undergraduate students majoring in preschool education[3]. Through in-depth analysis and exploration, the aim is to provide targeted training strategies for higher education, thereby enhancing the innovative literacy of preschool education students and injecting more vitality into future education.

Firstly, at the theoretical level, this study helps to further enrich and improve the educational theory of cultivating innovative abilities. As the fundamental stage of the education system, the cultivation of students' innovative abilities in preschool education is not only related to the comprehensive development of individuals in the future, but also has an important impact on the innovation atmosphere and ability of the entire society. Through in-depth research, we can have a clearer understanding of the important role of cultivating innovative abilities in preschool education, and thus provide more scientific theoretical guidance for educational practice+ Secondly, at the practical level, studying the cultivation of innovative abilities among students majoring in preschool education is of great significance for improving the quality of education and cultivating outstanding talents with innovative spirit and practical abilities. With the rapid development of society and the continuous reform of education, the demand for preschool education professionals is also constantly changing. Students majoring in preschool education with innovative abilities can better adapt to the needs of future career development and provide more effective support and guidance for the comprehensive development of young children+ In addition, this study also contributes to promoting the reform and development of preschool education majors. By exploring the issue of cultivating innovative abilities, we can identify the shortcomings and problems in current education, and then propose targeted improvement measures and suggestions. This not only helps to improve the overall teaching level of preschool education majors, but also helps to cultivate more outstanding preschool educators who can meet the needs of the times.

## 2. Analysis of the Constituent Elements of innovative Thinking Ability among Undergraduate Students Majoring in Preschool Education

In contemporary society, innovative thinking ability has become a key criterion for evaluating the quality of talent. For undergraduate students majoring in preschool education, cultivating innovative thinking skills is not only related to personal career development, but also has a profound impact on improving the quality of future early childhood education[4]. Therefore, in-depth research on the constituent elements of innovative thinking ability among undergraduate students majoring in preschool education is of great significance for improving the comprehensive quality of students in this field. The composition of innovative thinking ability first requires a solid foundation of knowledge. Students majoring in preschool education should have extensive exposure to multiple fields such as education, psychology, and child development, which provide them with innovative soil. Only with a profound understanding of professional knowledge can students learn by analogy and generate new thinking and insights.

Critical thinking is an important component of innovative thinking ability, which requires students to be able to independently analyze problems, not blindly follow existing perspectives, and dare to question and challenge tradition. In the field of preschool education, this critical thinking can help

students examine existing educational concepts and methods, and thus propose new ideas that are more in line with the laws of children's development[5].

Imagination is also an indispensable part of innovative thinking. Students majoring in preschool education need to have rich imagination and be able to conceive novel and interesting teaching activities to stimulate children's learning interest and creativity[6]. The cultivation of imagination requires students to continuously accumulate knowledge in daily learning, enrich their inner world through reading, observation, and practice. Practical ability is also an important component of innovative thinking ability. Students majoring in preschool education need to combine theoretical knowledge with practical operations, and continuously test and improve their innovative ideas through practice. This practical ability not only includes the operation of teaching skills, but also the ability to communicate with children and parents, as well as the ability to handle various unexpected situations.

Finally, the spirit of teamwork is also an indispensable part of innovative thinking ability. Students majoring in preschool education often need to collaborate with colleagues, parents, and the community in their future work[7-8]. Therefore, learning to unleash one's innovative abilities within a team and working together with others to solve problems is the key to enhancing innovative thinking abilities. Overall, the innovative thinking ability of undergraduate students majoring in preschool education consists of multiple elements, including basic knowledge, critical thinking, imagination, practical ability, and teamwork spirit. These elements are interrelated and mutually reinforcing, together forming the innovative thinking ability system of preschool education majors.

## 3. Strategies for Cultivating Innovative Thinking Ability of Undergraduate Students majoring in Preschool Education

### 3.1 Strengthen Interdisciplinary Knowledge Integration

Strengthening the integration of interdisciplinary knowledge is the core strategy to enhance the innovative thinking ability of preschool education majors. In the rapidly changing social environment, knowledge from a single discipline is no longer able to cope with the challenges of complex problems. The integration of interdisciplinary knowledge helps students break through the boundaries of traditional disciplines, connect knowledge from different fields, and comprehensively recognize and understand problems. By integrating theories and technologies from multiple disciplines, students can broaden their thinking horizons, delve into problems from multiple dimensions, and propose more innovative and effective solutions. This interdisciplinary knowledge integration can not only improve students' comprehensive literacy, but also provide them with more innovative thinking and teaching skills in future educational work.

In the innovative course of "Integrated Art Education", teachers have assigned a task of designing a comprehensive art activity class that integrates multiple art fields such as music, art, and dance for young children. This task requires students not only to have a deep understanding of the characteristics of various art categories, but also to explore their internal connections in order to achieve organic integration of knowledge. Students need to actively seek the integration points of different art forms through group discussions, brainstorming, and other methods. In the end, the students created some colorful and entertaining activity plans. For example, a group designed a section that guides young children to draw through the rhythm of music. This section allows young children to freely express their inner emotions with a paintbrush while feeling the rhythm of music; There is also a group where children express their understanding of art through dance, which not only exercises their physical coordination but also enhances their artistic appreciation. These innovative teaching designs fully demonstrate the practical value of interdisciplinary knowledge integration and inject new vitality into preschool education.

### 3.2 Conducting Problem Based Learning (PBL)

Problem Based Learning (PBL) is a student-centered teaching method that focuses on solving practical problems. In this teaching mode, students are no longer passively receiving knowledge, but actively exploring, analyzing, and solving problems. PBL emphasizes the authenticity and complexity of problems, encouraging students to face real-life challenges and find solutions to problems through team collaboration, data collection, data analysis, and innovative thinking. This process not only exercises students' practical abilities, but more importantly, cultivates their innovative thinking and critical thinking abilities. In PBL, students need to constantly engage in questioning, reflection, and trial and error, which greatly promotes the development of their innovative thinking and enables them to better cope with various complex situations in their future careers.

In a practical course in early childhood education, the teacher raised a practical question: "How to design a game that can enhance children's social skills?" This question immediately aroused the strong interest of students. They were divided into several small groups, each of which had to discuss and design a feasible game plan. After several days of hard work, each group showcased their creative designs. One of the group's proposals was particularly eye-catching, as they designed a role-playing game. In this game, young children need to play different roles and interact in simulated social scenes. For example, some children play the role of store owners, while others play the role of customers, and they need to communicate to reach a deal. This game design not only allows young children to experience the fun of socializing in the game, but more importantly, they learn how to cooperate and communicate during the game, effectively improving their social skills. This case fully demonstrates the enormous potential of PBL in cultivating innovative thinking and practical abilities among students majoring in preschool education.

### 3.3 Encourage Free Creation and Expression

In the cultivation of innovative thinking ability, free creation and expression play a crucial role. When students are given free space to create and express themselves, their imagination

and creativity will be greatly stimulated. In such an environment, students are no longer limited by fixed frameworks and can freely explore their inner world and transform it into concrete works. This process not only allows students to experience the joy of creation, but more importantly, it invisibly exercises their innovative thinking. Through free creation, students learn to observe problems from different perspectives, propose novel perspectives and solutions, which will have a profound impact on their future academic and career development.

In the art curriculum of preschool education, teachers have carried out a creative teaching practice, which encourages students to freely create with the theme of "nature". This approach quickly aroused a positive response from the students. Among them, one student's work is particularly outstanding. He created a vivid picture through his deep observation and perception of nature. In the painting, a group of young children are exploring in the dense forest, interacting intimately with various small animals, with excited and curious smiles on their faces. This painting not only showcases the outstanding painting skills of students, but also deeply embodies the concept of being close to nature and exploring the world advocated in preschool education. Through such free creative activities, students' innovative thinking has been greatly exercised and improved, while also injecting more creativity and vitality into their future educational work.

## 4. Conclusion

Through in-depth exploration of the constituent elements of innovative thinking ability among undergraduate students majoring in preschool education in this article, we realize that the cultivation of innovative thinking ability is a systematic project that involves the synergistic effect of multiple aspects. From knowledge accumulation, thinking training to practical exercise, every step is crucial. In the future, universities should pay more attention to innovative education for students majoring in preschool education, and comprehensively enhance their innovative literacy through optimizing curriculum design, strengthening practical teaching, and encouraging innovative thinking. At the same time, students themselves should actively change their learning concepts, be brave enough to try new methods and ideas, and continuously exercise and improve their innovative thinking abilities in practice. Only in this way can we better adapt to the development needs of preschool education and contribute to the comprehensive growth of young children.

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