

Research on Kindergarten Curriculum Strategy with Red Cultural Resources

Long Wang^{1,a}, Chun Wang^{1,b}, Xueli Wang^{2,a}

¹Liaoning Institute of Science and Technology, Benxi, Liaoning, 117004, China

²Meihekou No.4 Kindergarten, Jilin, Meihekou, 135000, China

^a441505452@qq.com, ^b442300960@qq.com

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Abstract: The social culture of our country is gradually diversified, and the alienation between red education and children is intensifying. Preschool period is the key period for the formation of children's moral quality. The integration of red cultural resources into kindergarten curriculum is not only conducive to enriching kindergarten curriculum types, but also conducive to cultivating children's patriotic consciousness and enhancing children's cultural self-confidence.

1. Introduction

This paper takes the "red cultural resource curriculum" as the core, explores the development status of the red curriculum in kindergarten, and then proposes the implementation path. Firstly, the literature on red cultural resources is collected, the research results of scholars are analyzed, and the basic connotation definition of red cultural resources is formed after summarization. Secondly, the survey method of observation and interview is used to analyze the problems existing in the development and utilization of the red curriculum of kindergarten through actual cases. Finally, corresponding suggestions are put forward in view of existing problems, and the relevant system of kindergarten red cultural resource curriculum is improved.

2. The problems existing in the curriculum of red cultural resources in kindergartens

2.1 Perspective of kindergarten

The environmental creation is single and the update is slow, so it is impossible to transmit effective information. Creating a red environment for children regularly can exert a subtle influence on children's perception of the red spirit. Through observation, it is known that in the environment creation of a kindergarten in Benxi City, in order to arrange it more conveniently and quickly, the theme wall is mainly composed of red flags, five-pointed stars and heroic pictures, and the content is relatively simple, which is not replaced for a long time, and is gradually out of touch with the curriculum theme. Interviews with teachers in a kindergarten in Benxi show that the environment creation of the kindergarten is often arranged by teachers, and children's participation is not high. At present, the park is creating an environment of "children's heart to the party", which requires

preschool teachers to complete class arrangement within the specified time, considering time factors. The preschool teachers in the park do not let children participate in it[1].

Lack of red textbooks. An interview with a kindergarten teacher in Benxi shows that the red textbooks in kindergartens are relatively simple in content, and the story cases are old and far away from children's daily life. When preschool teachers use the old teaching materials in class, the relevance between the curriculum content and the new era is low, and there is a lack of teaching cases for reference.

Lack of active materials. The materials collected by kindergartens are limited, and the activity materials put in when carrying out red courses are relatively single. From the aspect of regional activities, it is observed that the regional materials of small, middle and large classes are basically the same in kindergartens. The role-playing game "Little Red Army" in small classes and the role-playing game "Brave Red Army" in large classes all put Red Army costumes and weapon models as activity materials, which do not reflect the needs of children of different ages for regional materials.

2.2 Perspective of teachers

In the process of classroom teaching, teachers are the main body of education. Through interviews with preschool teachers, we can see that some teachers don't pay enough attention to red courses, and think that children don't know what "red cultural resources" are, it is too early to talk about "red spirit" for children, and red education is not important. The preschool teacher interviewed said: "The red course is only one more than the traditional course. It is enough to integrate red knowledge into classroom teaching without spending a lot of time preparing lessons." This wrong attitude leads preschool teachers not to dig deep into the red cultural resources, but to bring the available resources into the curriculum in one pot, which leads to the incoherence of curriculum content[2].

First of all, preschool teachers lack the knowledge of red theory and know less about red history, and are prone to make mistakes when telling revolutionary stories, misleading children's understanding of historical facts. The preschool teachers interviewed said: "We have not systematically studied the knowledge of red cultural resources during our college years, and our understanding of red cultural resources is limited to news reports." The kindergarten director also mentioned in the interview: "There is a lack of relevant experts in the park, no red education and training for preschool teachers, and no cooperation and exchange with other educational institutions." On the whole, preschool teachers' level of developing red courses is limited, their own quality needs to be improved, and they can't correctly grasp the important and difficult points in classroom teaching.

3. The countermeasures for the development

3.1 Establish a sound kindergarten curriculum teaching system

Update the environment in the park in time to connect with the curriculum theme. Kindergartens should start from the teaching objectives and update the environment in time. The content of environmental creation should be connected with the theme of the curriculum to achieve the effect of moistening things silently, so that children can master more red knowledge while feeling the red spirit; In addition, preschool teachers should improve their professional level. Besides using online learning to acquire fragmented knowledge, they can also continuously improve their abilities by learning from each other among colleagues and participating in kindergarten seminars to listen to expert opinions. In the layout of kindergarten environment, patterns should be given priority to, supplemented by words. You can make handicrafts by paper-cutting and tie-dyeing, decorate the class environment with red lanterns and Chinese knots, decorate the area corners with homemade sandals and cloth, or stick some photos of children participating in red courses on the theme wall, so that children can feel

the atmosphere of red culture anytime and anywhere[3].

Give full play to children's subjectivity and stimulate children's interest in activities. Teacher-child cooperative environmental creation is not just to let children "participate", but to pay attention to "interactivity" and "education", to mobilize the wisdom of teachers and children, so that children can experience the happiness of participating in environmental creation, and learn red knowledge and understand red spirit in the process of environmental creation. Preschool teachers should change their educational concepts, respect children's dominant position in learning and development, let children "enjoy" the red environment and cultivate their sense of ownership, and focus on "how to guide children to participate in the construction of the red environment and how to keep children's interest in red knowledge".

In the stage of curriculum preparation, kindergartens should compile their own teaching materials according to the teaching objectives of the curriculum and the level of children's development, tap the advantages of local red cultural resources, and at the same time provide corresponding teaching materials and auxiliary materials for children. Teachers' books should contain the contents of five major fields in three age groups: small, middle and large classes, which can be used in teaching activities, games and life activities. In addition, the content of red textbooks should be easy to understand and close to children's life experience[4].

Provide functional and hierarchical activity materials through multiple channels. It is not enough to collect activity materials by kindergartens alone. Kindergartens have limited materials, so they should cooperate with parents and communities to provide functional materials for children. If parents keep medals of honor and commendation certificates during the Revolutionary War, they can use them to carry out red courses for children and tell revolutionary stories. Kindergarten regional activities are an important form of kindergarten curriculum. Kindergarten teachers should provide different levels of materials to small, middle and large classes according to their age characteristics.

3.2 Enhance teachers' ability to develop and utilize curriculum resources

Preschool teachers should correct their teaching attitude, correctly understand the importance of red curriculum, understand the educational role of "red spirit" in children's physical and mental development under the background of the new era, devote themselves to the practice of red curriculum in kindergartens, understand the connotation of red cultural resources, grasp the moral value and correctly apply the red concept. In addition, preschool teachers should spend a lot of time preparing lessons, carefully inquire, select and sort out curriculum resources and materials related to red cultural resources before class, and carry out red education for children on the basis of understanding their development level and needs.

Improving the level of red theory of preschool teachers is conducive to the better development and utilization of red cultural resources courses in kindergartens. Preschool teachers can enrich their red knowledge by reading books, write down their own experiences after reading red stories every time, and familiarize themselves with various red knowledge through continuous accumulation; Kindergartens should proceed from the actual needs of teachers, Carry out red education and training for preschool teachers in various ways and forms, For example, holding seminars every week and inviting experts to give lectures in the kindergarten can solve the problems encountered by preschool teachers in the red cultural resources course, which can not only improve the red theory level of preschool teachers, but also build and develop the whole kindergarten teachers.

The red curriculum in kindergarten alone cannot meet children's demand for red knowledge. Although children's parents have a certain understanding of red cultural resources, they do not understand the educational value of red cultural resources to children. Therefore, most parents of children do not support kindergartens to carry out red courses. In order to help parents realize the

educational value of red curriculum and enhance their cognitive recognition of red curriculum, kindergartens should strengthen publicity and education.

Kindergartens should attach great importance to the educational value of community red cultural resources, cooperate with local communities to carry out "red" activities outside the park on the premise of ensuring children's safety, and make full use of community human and material resources. The communities where kindergartens are located are rich in red cultural resources, including the hometown, former site and remains of great men, etc. Some communities have also carried out a series of exhibition activities such as Party History Expo Magazine, Red Paper-cutting and Calligraphy. Kindergartens should organize children to visit the community to deepen children's understanding of red cultural resources[5].

4. Conclusion

Preschool is the key period for the formation of children's moral quality. Red education for children can brand the red spirit of loving the party and patriotism on children's thoughts from an early age, and make children grow into people with ideals, ambitions and contributions to society. During my internship in Benxi Kindergarten, I learned that the curriculum of red cultural resources has important educational value, and conducted research on it. In interviews with kindergarten teachers in Benxi City, I learned that although kindergartens have made some achievements in developing red curriculum, there are still many problems to be solved urgently. First of all, from the perspective of kindergarten, the teaching resources are insufficient and the curriculum system is imperfect; Secondly, from the perspective of teachers, preschool teachers' teaching attitude is not correct and lack of red theoretical knowledge; Finally, from the social point of view, there is no effective home-community cooperative education system. By analyzing the teaching cases of Red Curriculum in this park, I think we can solve the above problems by establishing a sound kindergarten curriculum teaching system, enhancing teachers' ability to develop and utilize curriculum resources, and building a harmonious home community education system.

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