

Research on cultivating aesthetic literacy in children's literature for preschool education modernization

Jingyun An

Institute of Educational Science, Yili Normal University, Yili, Xinjiang, 835000, China

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Abstract: Children's literature, as a compulsory course in preschool education, plays an important role in promoting the development of preschool education and shaping the aesthetic literacy of teacher candidates. Literature has a natural field and grand effect on the cultivation of human nature. As an important carrier of culture, children's literature can guide children towards positive values and inspire their conscience and abilities. The aesthetic literacy of preschool teacher candidates will contribute to the formation of children's healthy personality. The compulsory course "Children's Literature" in preschool education provides a solid disciplinary platform for studying this issue. To explore the core basis for cultivating the aesthetic literacy of preschool professional students oriented towards the modernization of education, we should start with the alienation of its connotation value and conduct thinking and discussion from three aspects: logical starting point, development mechanism, and connotation value.

1. Introduction

The reason why children's literature can endure and be widely spread in various countries is inseparable from its aesthetic essence and connotation. Simplicity, goodness, purity, and entertainment are typical characteristics of children's literature, and these characteristics provide a common aesthetic platform for the dissemination of children's literature. Preschool children are the future of our country, and the development of their aesthetic ability and the cultivation of their character will determine the future of our country. General secretary president Xi comprehensively and systematically elaborated on the scientific connotation of Chinese-style modernization in the report of the 20th National Congress of the Communist Party of China, which includes the Chinese characteristics, essential requirements, and major principles of Chinese-style modernization[1]. Modern education is an important part of Chinese-style modernization, and it is the responsibility and mission of university teachers to immerse the mission of educating people in the three-foot podium with warmth, height, and depth. Preschool education, as an important part of teacher education, is the beginning of education. It should focus on preschool education, aiming to achieve the goal of modern education. Its development is of strategic significance to the overall development of education. In exploring the intrinsic mechanism and implementation mechanism of the modernization of preschool education, it is necessary to accurately connect with the discipline curriculum[2]. The compulsory course "Children's Literature" in preschool education provides a solid disciplinary platform for studying this issue. To explore the core basis for cultivating the

aesthetic literacy of preschool professional students oriented towards the modernization of education, we should start with the alienation of its connotation value and conduct thinking and discussion from three aspects: logical starting point, development mechanism, and connotation value.

2. Logical starting point: Children's literature from the perspective of educational modernization

2.1 Concept elaboration and current situation analysis

Aesthetic education is a form of education that cultivates people's correct aesthetic concepts, noble sentiments, and the ability to appreciate beauty, discern beauty, and create beauty through the influence of literature, art, natural beauty, and the beauty of life. Literature education, as a main branch of aesthetic education, is more embedded with the foundation of symbols due to its construction with language[3]. It guides people on how to lead a beautiful life and appreciate the beauty of the world through excellent classic works of Chinese and foreign literature. Compared to other disciplines such as philosophy, literature itself has the unique characteristic of aesthetics. Children's literature, as an important branch of literature, provides children with a pure and simple literary world.

In today's rapid development of science and technology, the diversification of information dissemination media directly changes the way people obtain information, and reading habits have undergone collective changes. The timeliness, universality, and massiveness reflected in information transmission make the reading population feel "at a loss" when faced with printed media again. Some students, due to the lack of good reading habits, may feel "impatient" or "lose patience" with the literary world constructed by words[4]. Over time, they naturally become increasingly distant from literary works. This is also a problem faced by students in early childhood education. Their preferred way of obtaining information tends to be "quick and easy." When faced with literary works that have the characteristic of "monologue," they lack deep reading and lack calm reflection and emotional experience. Therefore, students in early childhood education urgently need to improve their literary aesthetic literacy. The essence of focusing on improving the literary aesthetic literacy of students in early childhood education is to explore how to effectively enhance their ability for deep reading, thus effectively assisting in the improvement of their core literacy[5]. Text-based foundations, such as children's literature in the five major areas, are closely connected to the field of early childhood education. Therefore, exploring the path to enhance the aesthetic literacy of students in early childhood education in the field of children's literature is an effective breakthrough to solve this problem.

2.2 The relationship between children's literature and the cultivation of aesthetic literacy in preschool students

To provide high-quality aesthetic education for young children, it is necessary to have high-quality teachers. Therefore, as future early childhood educators, the aesthetic literacy of pre-service teachers will greatly determine the aesthetic literacy of children. By enhancing the aesthetic literacy of pre-service students, it helps to improve their aesthetic taste, artistic quality, and personal cultivation, and it is beneficial for them to establish correct worldviews, life values, and values. Children's literature, with its rich content and form, almost takes on the entire content of literary education for children[6]. Through the appreciation of literary works, children's literary awareness can be continuously strengthened. The aesthetic education brought by literature is internalized in the heart. Mr. Zhu Guangqian said, "The function of aesthetic education lies in

cultivating the mind and nurturing the temperament." Through children's literary aesthetic education, children gradually develop the ability to appreciate, discern, and evaluate beauty. In children's literature, because of its playful spirit and non-utilitarian aesthetics, it is deeply loved by children. At the same time, the aesthetic characteristics of truth, goodness, and beauty in children's literature, as well as its uplifting and inspiring spiritual core, determine its unique advantage in improving the aesthetic literacy of pre-service students. Children's literature, as an important curriculum resource, should utilize its curriculum advantages to enhance the aesthetic literacy of pre-service students.

3. Development mechanism: An exploration of the cultivation path of children's literature aesthetic quality for preschool students facing the modernization of education

3.1 Promoting in-depth reading of children's literature among preschool students

The early childhood education major is dedicated to cultivating professionals with good moral character, solid knowledge of early childhood education, and the ability to work in a variety of roles such as teaching, research, and management in childcare institutions, educational administrative departments, and other related organizations. In the new era, teachers bear the important responsibility of nurturing and educating children, and it is crucial to enhance the core literacy of aesthetics, which is a focal point that every early childhood worker should pay attention to. In order to cultivate children's literary aesthetic literacy in the context of modern education, the most important thing is to promote early childhood education students' engagement in reading children's literature. The fact that the sales of children's literature in the book market are sufficient to show its significant proportion highlights its enormous social influence, and it is important for students to recognize and value the important role of children's literature in their professional field. Under the goal of promoting deep reading of children's literature, it is essential for early childhood education students to strengthen their basic literary appreciation skills. Because literary aesthetic literacy differs from artistic aesthetic literacy, it originates from concrete words and texts. Understanding the content of literary works, reflecting on the portrayal of literary characters, and considering the background of literary events are all part of literary appreciation. Learning to appreciate literature is the key to improving literary aesthetic literacy. Based on an understanding of the important professional and educational value of children's literature, it is necessary to promote early childhood education students' deep reading of children's literature. Based on their experience in Chinese language learning, early childhood education students should distinguish between details and classics in literary texts. Literary appreciation originates from one's own experience of life, rather than emptiness. Based on life experiences, students can enter the text with critical thinking, use literary criticism methods to conduct in-depth analysis, and practice deep reading. In addition, based on their professional characteristics and in accordance with the characteristics and age range of children's literature, suitable children's literary works should be selected as teaching case studies, stage performances, painting displays, and other activities to effectively promote early childhood education students' deep reading of children's literature, stimulate their interest in learning children's literature, and improve their literary aesthetic literacy.

3.2 Establishing a "retrospective cognition - active practice" curriculum teaching model for children's literature

In teacher training colleges, it is necessary to increase the attention paid by teachers and students to the subject of children's literature, and to make it a special professional course that effectively cultivates the literary literacy of pre-school professional students. The existing framework of children's literature textbooks is mainly composed of two parts: children's literature theory and

specific genres of children's literature. In the basic theory of children's literature, the essence, characteristics, and development history of children's literature are discussed. Preliminary research has found that pre-school students lack a systematic understanding of literary history, lack a perspective on literary criticism, and rely on learning methods from the previous stage, which makes literary learning somewhat rigid and the analysis of existing children's literature works ineffective. As for the specific genres of children's literature, students' personal preferences determine their enthusiasm and reflection in the learning process, especially when they are placed in a specific teaching environment for children's literature, the integration of pre-school theory and the study of children's literature may be somewhat awkward. To address the above-mentioned research problems, a children's literature teaching model based on the "cognitive retracing - active practice" approach can be established in the context of education modernization.

(1) Retracing childhood, recognizing the poetic value of children's literature

Representation is the process of describing or displaying the essential content and extension of a theory in a certain way, so that people can directly understand and comprehend the theory. Prior to studying the theory of children's literature, pre-service students can use representation to demonstrate their understanding of childhood, such as the most memorable environment of their childhood or the color that belongs to their deepest childhood memories. Through representation, students can naturally trace their childhood memories, recognize this important stage in their individual growth, and then use key words to describe childhood in concrete language, which is beneficial for students to trace their childhood and understand the poetic value of children's literature. In teaching, it is also necessary to enhance students' professional awareness and improve their professional literacy in preschool education, clarify professional goals and employment directions, establish a sound aesthetic system for children's literature in preschool education, and promote students' perception and understanding of children's literature.

(2) Student-oriented approach to help students actively engage in literary practice

Children's literature is an important part of literature, and its research methods and development history overlap with literature. When studying children's literature, pre-service students in preschool education need to enrich their knowledge of literature history, literary criticism, and other related subjects, and improve their literary sensitivity. Facing the modernization of education, children's literature needs to firmly grasp the pulse of the times. As a teacher in a normal university, we should guide students to use their knowledge of children's literature theory to explore the aesthetic elements in children's literature works, form a systematic learning method for children's literature, and improve their own literary perception and creativity through self-practice, so as to appreciate the intrinsic structure and contemporary significance of children's literature.

4. Significance: Focusing on the literary aesthetic literacy of preschool students

Literature can be said to be the spiritual destination of all mankind, and children's literature is the spiritual cradle of children's growth. Early childhood educators should analyze the important significance of children's literature for the growth of preschool children from a professional perspective. Based on the exploration of the value of improving children's literature aesthetic literacy for preschool education and the modernization of education, it can not only promote the organic development and progress of preschool education, but also enhance the professional literacy and level of preschool education students.

4.1 Enhancing the professional competence of preschool students and strengthening personal character development

The modernization of preschool education is the value orientation of the preschool education system, which presents a high-quality, balanced, free, and open development trend in a comprehensive and systematic manner. Children's literature itself has unique literary attributes.

Children's literature guides and cultivates children to become healthy members of society through the literary value of its works. In the process of individual growth, the social mission and sense of responsibility of children's literature are obvious. Many children's literature authors create children's literature with the responsibility of shaping the character of future young people. Through in-depth reading of children's literature works, it can help promote the poetic understanding of early childhood professional students about children's life and perspectives. When facing children, they can maintain rational wisdom of truth, goodness, and beauty, face work and life with full emotions, effectively enhance the professional literacy of early childhood professional students, and enhance personal character cultivation.

4.2 Assisting in the formation of an extensible aesthetic teaching system for children's literature in the context of education modernization

A scalable aesthetic teaching system for children's literature can maximize children's aesthetic literacy. When conducting literary reading, one should not be limited to the literary works themselves. The emotional effects, humanistic effects, environmental effects, and resonance effects brought by literary works should all be the "clues" that educators should pay attention to. For example, Mr. Tao Xingzhi proposed in his theory of life education that "life is education" and "society is a school," meaning that education resources are everywhere in life, and any place in society can be a place for education. Literature originates from life and is higher than life. Education is made possible through literature. Taking the environmental design of kindergartens as an example, the reading area has always been a place where children are willing to go. By placing picture books, they can enjoy the innocent and beautiful time of reading children's literature. However, through observation, there are some problems with the layout of the reading area in some parks, such as book piles, color clashes, lack of reading chairs, lack of comfortable lighting conditions, and no green plants. Children enjoy the inherent power of literature in the reading area, and the environmental design should have aesthetic elements that effectively and appropriately match the current mental activities, working together to promote the development of children's aesthetic appreciation of literature. This requires early childhood teachers to have a conscious awareness of children's literary aesthetics and be able to consciously apply it to preschool teaching, constantly forming a scalable aesthetic teaching system for children's literature that is in line with the characteristics of higher education.

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