

# ***Research on the Integration of Local Excellent Traditional Cultural Resources into Kindergarten Curriculum under the Strategy of Strengthening the Country by Culture***

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**Keywords:** Excellent local traditional culture; Kindergarten curriculum; Curriculum design; Effect assessment; Home co-education

**Abstract:** This article mainly discusses the effective integration path and practical effect of local excellent traditional cultural resources in kindergarten curriculum. This article systematically analyzes the connotation, characteristics and application status of local excellent traditional cultural resources in kindergarten curriculum. Then, the principles, objectives, content and activity design of curriculum design, as well as teaching methods and strategies are put forward. At the same time, a comprehensive effect assessment system is constructed. In the process of research, this article finds that through carefully designed courses and activities, children can contact and learn traditional culture in a relaxed and pleasant atmosphere, significantly enhance their understanding and love of Chinese culture, and at the same time enhance their sense of cultural identity and pride. Home co-education has played an important role in traditional culture education, and teachers' professional quality and teaching ability have also been significantly improved. The conclusion shows that the excellent local traditional cultural resources play an irreplaceable role in kindergarten curriculum. Its integration enriches the educational content and promotes the all-round development of children. It is hoped that this study can inject more cultural nourishment into early childhood education and cultivate children's cultural identity and innovation ability.

## **1. Introduction**

Nowadays, cultural soft power has become an important part of national competitiveness. China's strategy of "strengthening the country by culture" is a profound consideration of national cultural security and a powerful demonstration of national cultural confidence [1]. This strategy emphasizes that in the rapid social changes, we must adhere to and carry forward the excellent Chinese traditional culture, and through inheritance and innovation, make culture a powerful driving force to promote social progress and national rejuvenation [2]. In this context, the educational inheritance of traditional culture is particularly critical [3]. It is related to the identification of individual cultural identity, and it is also the cornerstone of national cultural continuity and diversity.

Early childhood education is the first stop of life enlightenment. It plays an irreplaceable role in shaping children's cultural concepts and values [4]. Local excellent traditional cultural resources contain rich historical wisdom and humanistic spirit, and are indispensable educational resources in early childhood education [5]. For example: folk stories, traditional festivals, handicrafts, music and dance, etc. They can stimulate children's interest and pride in local culture, and at the same time cultivate their aesthetic taste, innovative thinking and social responsibility in a subtle way, laying a solid foundation for children's all-round development. However, the current implementation of traditional culture education in kindergarten curriculum is not satisfactory [6]. On the one hand, the choice of traditional cultural content is often lack of systematicness and depth, and it is difficult to form a coherent cultural and educational system [7]. On the other hand, the current teaching method is single, paying too much attention to knowledge infusion, ignoring the importance of children's subjectivity and experiential learning [8]. This leads to poor teaching effect. Based on this, how to effectively integrate local excellent traditional cultural resources into kindergarten curriculum has become an urgent problem to be solved.

In view of the above background, this study aims to explore how to effectively integrate local excellent traditional cultural resources into the kindergarten curriculum system, and build an educational model that not only conforms to children's cognitive characteristics, but also fully demonstrates the charm of traditional culture. The core goal of the study is to make children feel the charm of traditional culture in happy learning and cultivate their cultural consciousness and self-confidence through scientific and reasonable curriculum design.

## 2. Combing and selection of excellent local traditional cultural resources

Excellent local traditional culture is the accumulation of thousands of years of civilization history of the Chinese nation. It contains profound philosophical thoughts, moral concepts, artistic aesthetics and folk customs [9]. These cultural forms together constitute the diversity and richness of Chinese culture and embody the unique spiritual world and life wisdom of the Chinese nation. Figure 1 shows the excellent local traditional cultural resources:

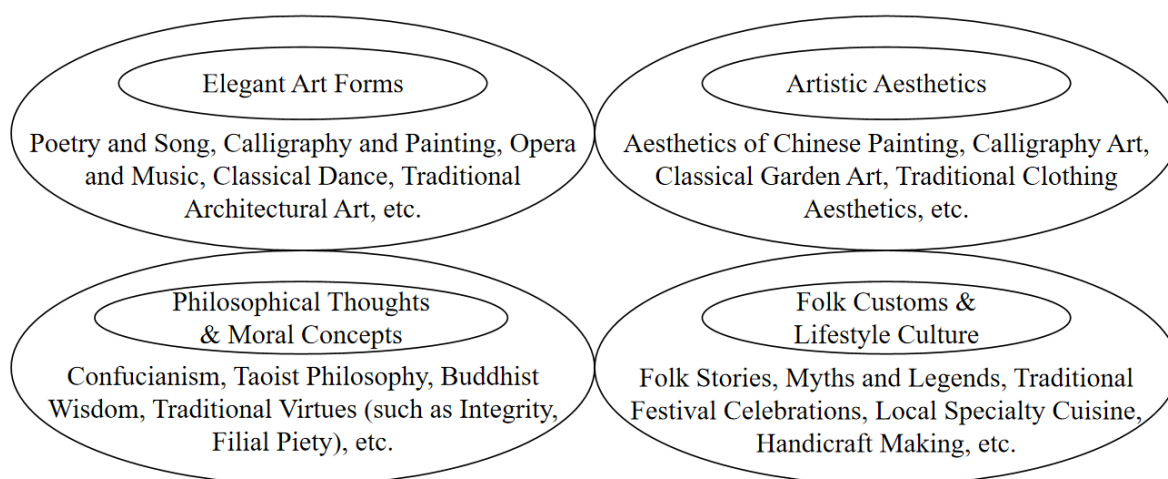


Figure 1 Local excellent traditional cultural resources

The core characteristics of local excellent traditional culture lie in its inheritance, innovation, inclusiveness and practicality. It is both a witness of history and a reflection of the times. It constantly innovates in inheritance and develops in innovation, showing strong vitality and value of the times.

In the face of such rich local excellent traditional cultural resources, effective sorting and

classification is the premise of integrating into kindergarten curriculum. First of all, we need to comprehensively collect and sort out traditional cultural resources. This includes literature, physical display, oral history and other sources. Then, according to the nature and characteristics of resources, they are divided into different categories. Under each category, it is further subdivided, as shown in Table 1:

Table 1 Detailed Classification of Excellent Indigenous Traditional Cultural Resources

Primary Classification	Secondary Classification	Example Contents
Literature & Art	Poetry, Songs & Verse	"Three Hundred Tang Poems", Classical Poetry Writing Techniques, etc.
	Calligraphy & Painting	Basics of Calligraphy, Techniques of Chinese Painting, Folk Painting Styles, etc.
	Opera & Music	Peking Opera, Kunqu Opera, Local Operas, Traditional Instrumental Music, etc.
Folk Customs	Folk Stories & Legends	Stories from "Journey to the West", Local Folk Legends, etc.
	Lifestyle & Etiquette	Traditional Clothing, Table Etiquette, Customs of Traditional Festivals, etc.
Traditional Festivals	Spring Festival	Origin, Customs, Celebration Activities, Related Legends of the Spring Festival, etc.
	Mid-Autumn Festival	Moon Admiration, Mooncake Making, Story of Chang'e Flying to the Moon, etc.
Handicraft Skills	Paper-cutting Art	History, Techniques, Appreciation & Creation of Paper-cutting Works, etc.
	Embroidery & Weaving	Embroidery Techniques, Weaving of Ethnic Clothing, Folk Craft Making, etc.
	Pottery & Wood Carving	Pottery Making Techniques, Appreciation & Creation of Wood Carving Art, etc.

Table 1 shows in detail the classification of local excellent traditional cultural resources and their specific content examples. This classification will help us to know and understand the traditional cultural resources more clearly and provide convenience for the subsequent curriculum design.

On the basis of sorting and classifying, how to select traditional cultural resources suitable for preschool education has become a key link. This article follows the following principles: ① Suitability principle, that is, the selected resources should conform to children's age characteristics and cognitive level, and avoid too abstruse or complicated content. ② Interest principle, which stimulates children's interest and curiosity in traditional culture through vivid and interesting forms and contents. ③ Educational principle, the selected resources should contain positive educational significance, which can cultivate children's moral, intellectual and aesthetic abilities. In the selection strategy, this article focuses on the integration and innovation of resources. We combine traditional culture with modern educational ideas, and through adaptation and reconstruction, we make traditional cultural resources closer to the reality of children's lives and easier for them to understand and accept. We also encourage teachers to flexibly choose and use resources according to children's interests and needs, realize personalized teaching, and let traditional cultural education really enter children's hearts.

### **3. The path and practice of integrating local excellent traditional cultural resources into kindergarten curriculum**

#### **3.1. Curriculum design principles and objectives**

In the process of integrating local excellent traditional cultural resources into kindergarten curriculum, this article follows a series of core design principles, which are as follows: ① Holistic principle. The principle of wholeness requires to ensure that traditional cultural education does not exist in isolation, but complements the whole curriculum system of kindergartens to form an organic educational ecology. ② Permeability principle. This principle emphasizes that traditional cultural elements should naturally penetrate into children's daily study and life, rather than being imposed on them as an additional task. ③ Experiential principle. We encourage children to feel the charm of traditional culture through personal participation and experience, so as to deepen their understanding and recognition of culture.

The goal of this article is to let children master certain traditional cultural knowledge through curriculum design under the guidance of these principles. At the same time, cultivate their cultural consciousness, cultural self-confidence and cultural innovation ability, and lay a solid cultural foundation for their all-round development.

#### **3.2. Course content and activity design**

Curriculum content and activity design are the key to the integration of traditional cultural education into kindergarten curriculum. This article carefully designs rich and colorful curriculum contents around children's interests and development needs. For example, under the theme of traditional festivals, we organized activities such as "the origin and customs of the Spring Festival" and "enjoying the moon in the Mid-Autumn Festival to make moon cakes". These activities can help children understand the cultural stories and traditional customs behind them while celebrating festivals. In terms of handicraft skills, we have set up courses such as "paper-cutting art" and "clay sculpture making" to let children feel the exquisiteness and charm of traditional culture in hands-on practice. We also let children learn idiom stories, folklore and so on in a relaxed and happy atmosphere through story telling and role playing. In order to cultivate their language expression ability and imagination.

#### **3.3. Teaching methods and strategies**

In order to implement traditional culture education more effectively, this article adopts diversified teaching methods and strategies. The first is the situational teaching method. By creating realistic cultural situations, we make children feel as if they are in the world of traditional culture, and enhance their sense of immersion and substitution in learning. The second is gamification learning. Teachers can integrate traditional cultural elements into games to stimulate children's learning interest and participation. The third is home co-education. We encourage parents to participate in traditional cultural and educational activities in kindergartens and form a good atmosphere of co-education between home and school. For example, co-producing traditional festival decorations and sharing traditional cultural stories in the family. The application of these methods and strategies can significantly improve the teaching effect and promote children's deep understanding and love of traditional culture.

### 3.4. Teacher training and role positioning

Teachers are important implementers of traditional culture education, and their professional quality and teaching ability are directly related to the quality of education. Therefore, this article holds that it is necessary to attach great importance to teachers' training, organize regular special training on traditional culture education, and improve teachers' understanding and teaching ability of traditional culture. On the role orientation, this article emphasizes that teachers are the inheritors and innovators of traditional culture. Teachers should master the knowledge of traditional culture skillfully, and at the same time have the ability to combine traditional culture with modern educational concepts to create innovative teaching activities that are in line with children's cognitive characteristics.

We encourage teachers to become guides and partners for children to learn traditional culture, explore and grow together with children, and swim in the ocean of traditional culture together. Through such a role orientation and training mechanism, we can strive to build a team of teachers with profound cultural heritage and innovative ability, and provide a strong guarantee for the in-depth development of traditional culture education in kindergartens.

## 4. Construction of effect assessment system

In order to ensure the effect of integrating local excellent traditional cultural resources into kindergarten curriculum, this section constructs a comprehensive and scientific assessment system. This system includes many dimensions, including the assessment of children's learning achievements, teaching activities and teachers' professional development. As shown in Table 2:

Table 2 Assessment System for Integrating Excellent Traditional Cultural Resources into Kindergarten Curriculum

Assessment Dimension	Specific Contents
Children's Learning Outcomes	Cognition and Understanding of Excellent Traditional Culture
	Mastery of Traditional Cultural Skills
	Learning Interest and Participation
	Cultivation of Values and Moral Concepts
Teaching Activity Effectiveness	Alignment of Activity Content with Traditional Cultural Resources
	Innovation and Applicability of Teaching Methods
	Fluency and Interactivity of Activity Organization
	Children's Participation and Feedback
Teacher Professional Development	Ability to Explore and Integrate Traditional Cultural Resources
	Ability to Design and Implement Traditional Culture Teaching
	Enthusiasm and Achievements in Training and Seminars
	Innovation and Practical Ability in Traditional Culture Education

## 5. Conclusions

Local excellent traditional cultural resources have an important position and irreplaceable value in kindergarten curriculum. The main findings of this study are as follows: local traditional culture can enrich the content of kindergarten curriculum, enhance the interest and attraction of education, and it plays a key role in cultivating children's cultural identity, aesthetic ability and innovative thinking. Through carefully designed courses and activities, children can contact and learn traditional culture in a relaxed and pleasant atmosphere, and deepen their understanding and love for Chinese culture. Home co-education plays an important role in traditional cultural education.

Parents' participation and support can significantly improve the educational effect and form a virtuous circle of home-school education. These findings enrich the theoretical system of kindergarten education and provide valuable experience and guidance for the practice of traditional cultural education.

It can be predicted that in the future kindergarten education, traditional culture education will become an indispensable part. It plays an important role in cultivating new people with profound cultural heritage, innovative spirit and social responsibility. We will continue to deepen research, explore and practice, and contribute wisdom and strength to the vigorous development of traditional cultural education in kindergartens.

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