

Comparison of Cultural Foundation and Value Orientation of China and Western Local Kindergarten-based Curriculum Development

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Abstract: Under the background of education reform in China, the development of local kindergarten-based currency is particularly important. The integration and innovation of China and western local kindergarten-based currency has become a trend. Taking this as a starting point, this paper deeply discusses the cultural foundation, value orientation and integration and innovation path of the development of China and Western local kindergarten-based currency. At the beginning of the article, the background and importance of the development of local kindergarten-based currency are expounded, and the dual significance of choosing China and Western local kindergarten-based currency for comparative study is clearly pointed out. In order to deeply analyze the cultural foundation and value orientation of China and western local kindergarten-based currency, this paper adopts the method of comparative analysis. In this paper, the characteristics of Chinese and western local culture are elaborated in detail, and how these cultural characteristics affect the content, form and method of the course is discussed. On this basis, this paper compares the value orientation of China and Western local kindergarten-based currency, and reveals their similarities and differences. It is found that China and Western local kindergarten-based curriculum have their own advantages in cultural foundation and value orientation, showing educational wisdom in different cultural backgrounds.

1. Introduction

In today's wave of educational diversification, the development of local kindergarten-based currency is particularly critical. Such courses, like the same bond, closely link children with local culture and nature [1]. It can not only ignite children's love and pride in their hometown culture, but also cultivate their beautiful sentiments of exploring nature and loving life. With the acceleration of globalization, the exchange and integration between cultures has become the mainstream, but the inheritance and development of local culture is facing unprecedented challenges [2]. In this context, the development of local kindergarten-based currency with local characteristics is not only a protection and inheritance of local culture, but also an inevitable choice to adapt to the modernization of education and meet the individualized development needs of children [3].

Taking China and Western local kindergarten-based curriculum as the comparative research

object, its root lies in their significant differences in cultural background, educational concept and curriculum practice [4]. Western local curriculum focuses on cultivating children's exploration spirit, practical ability and innovative thinking, emphasizing personal experience and independent learning in the natural environment [5]. China's local curriculum pays more attention to the influence of traditional culture, emphasizing the harmonious symbiosis between man and nature, and transmitting values through cultural carriers such as stories and legends [6]. Through comparative study, we can deeply analyze the cultural foundation and value orientation of the two kinds of curriculum development, and provide a broader vision for the theoretical construction of kindergarten-based curriculum.

Theoretically, this study is helpful to enrich and improve the theoretical system of kindergarten-based curriculum and provide theoretical support and methodological guidance for the development of local curriculum. By comparing and analyzing the similarities and differences between China and Western local kindergarten-based curriculum, we can reveal the commonness and characteristics of curriculum development in different cultural backgrounds and provide a new perspective for cross-cultural communication of curriculum theory. Practically speaking, this study plays a positive role in promoting cultural exchanges between China and the West and improving the quality of education. Drawing lessons from the advanced experience of the West and combining with the local reality of China, we can explore a development path of local kindergarten-based curriculum that meets the requirements of the times and has China characteristics, and provide strong support for cultivating a new generation of children with international vision and local feelings. Therefore, the purpose of this study is to reveal the similarities and differences between China and Western local kindergarten-based curriculums by comparing their cultural roots and value orientations, and to provide beneficial enlightenment for kindergarten-based curriculum development.

2. Comparison of cultural foundation between China and western local kindergarten-based curriculum development

Chinese and western local cultures have their own characteristics and a long history. China's local culture is nourished by a long history and vast territory, which contains profound Confucianism and Taoist philosophy, stresses the unity of man and nature, and emphasizes the harmonious coexistence between man and nature [7]. From the gentle water town in the south of the Yangtze River to the bold desert in the northwest, the regional characteristics are remarkable and the folk traditions are rich. Such as firecrackers in the Spring Festival and moon cakes in the Mid-Autumn Festival, have become part of cultural memory. These cultural elements provide valuable resources for the development of kindergarten-based curriculum, which makes the curriculum content full of rich life breath and cultural heritage [8]. Its form also pays more attention to experience and practice, such as making moon cakes and paper-cutting by hand, so that children can experience the charm of traditional culture personally.

The local culture in the west presents another style. It originated from the influence of ancient Greek and Roman civilization, and after the baptism of the Middle Ages, it formed a cultural tradition of attaching importance to individual freedom and advocating scientific exploration. The regional characteristics of the west are also distinct, from the romantic customs of the Mediterranean to the world of ice and snow in northern Europe, which provide a unique background for the development of kindergarten-based courses [9]. Traditionally, western festivals and folk stories are full of fantasy and romance. Such as the jack-o-lantern at Halloween and the Christmas tree at Christmas, have become indispensable elements in the curriculum. These cultural roots make the local kindergarten-based curriculum in the west pay more attention to cultivating children's

exploration spirit and innovation ability, and its form is more flexible and diverse. Forms include outdoor exploration, scientific experiments and other activities to stimulate children's curiosity and thirst for knowledge.

The influence of Chinese and western local culture on the development of kindergarten-based curriculum is far-reaching [10]. The cultural foundation not only shapes the content of the course, but also makes it full of the unique charm of their respective cultures; It also affects the form and method of the course, making China and Western local kindergarten-based curriculum have their own characteristics in presentation. By comparison, it can be seen that China and Western local kindergarten-based curriculum have both differences and set each other off (Table 1).

Table 1 Comparison of Cultural Foundations in China and Western local Kindergarten-based curriculum

Item	Western Rural-based Kindergarten Curriculum	Chinese Rural-based Kindergarten Curriculum	Points of Mutual Complementarity
Cultural Basis	Based on Western cultural system	Based on Chinese cultural tradition	Reflects cultural diversity
Content Features	Emphasizes individual exploration and creativity	Focuses on collective harmony and tradition	Complementary educational philosophies
Forms and Methods	Adopts activity-based teaching, encourages free expression	Integrates storytelling, emphasizes emotional experience	Enriches teaching approaches
Values Embodied	Advocates independence, autonomy	Emphasizes benevolence, etiquette	Shapes different personality traits
Environment Creation	Simulates nature, emphasizes practical functionality	Creates an artistic atmosphere, emphasizes cultural ambiance	Expands learning space experience

China curriculum emphasizes the inheritance of traditional culture, while western curriculum emphasizes the cultivation of scientific spirit and the stimulation of innovative thinking. This cultural diversity is very important for curriculum development. It broadens the horizon, enriches the thinking and makes the development of kindergarten-based curriculum more diverse and vivid.

3. Comparison of value orientation between China and western local kindergarten-based currency development

As the soul of curriculum development, value orientation is the core principle guiding curriculum goal setting, content selection and implementation mode. In the development of kindergarten-based curriculum, value orientation plays a vital guiding role. It determines what knowledge, skills and values the curriculum will impart, and also affects how the curriculum is designed to meet the development needs of different children. Value orientation, like a bright light, illuminates the road of curriculum development, ensuring that the curriculum not only conforms to the laws of education, but also reflects the characteristics of the times and cultural heritage.

In the development of China and western local kindergarten-based currency, the value orientation presents its own unique features. The development of local kindergarten-based currency in China tends to attach importance to traditional inheritance and emphasize the respect and

promotion of local culture. The course incorporates rich traditional cultural elements, such as folk art and folk customs. Its purpose is to cultivate children's recognition and pride in local culture. The development of local kindergarten-based curriculum in China also pays attention to the cultivation of children's moral quality and social responsibility, which embodies the core values of "moral education" in China. In contrast, the development of local kindergarten-based currency in the west places more emphasis on practical innovation. The course encourages children to explore the world through personal experience and hands-on operation, and focuses on cultivating children's observation, imagination and creativity. In terms of implementation, western courses are more flexible and diverse, paying attention to children's individual differences and interest development, providing more space for children to choose independently. This value orientation embodies the concept of "people-oriented" in western education, emphasizing respect for children's personality and development needs.

Through comparative analysis, this paper finds the similarities and differences in value orientation between China and Western local kindergarten-based currency (Table 2). In the development of kindergarten-based curriculum, we should fully learn from the advantages of China and the West, and form a distinctive value orientation in combination with local conditions, so as to provide strong support for the all-round development of children.

Table 2 Comparison of Similarities and Differences of Value Orientation between China and Western local Kindergarten-based curriculum

	China Local Kindergarten-based Curriculum	Western local Kindergarten-based curriculum
Core Value Orientation	Tradition Inheritance	Practical Innovation
Integration of Cultural Elements	Rich Traditional Culture (Folk Art, Customs)	-
Educational Goals	Identification with Local Culture, Moral Qualities, Social Responsibility	Observation Skills, Imagination, Creativity
Implementation Approach	Emphasis on Instruction and Guidance	Flexible and Diverse, Focus on Individual Differences and Interests
Educational Philosophy Reflected	Cultivating Morality and Talent	People-Oriented

4. Integration and innovation of China and western local kindergarten-based currency development

Based on the comparative analysis of the cultural foundation and value orientation of China and Western Local Kindergarten-based Curriculum in the first two sections, we can easily find that they have their own advantages and characteristics. In order to build a more perfect and dynamic kindergarten-based curriculum system, it is particularly important to put forward the integration strategy of China and Western local kindergarten-based curriculum development. The core of this strategy lies in the mutual reference of cultural elements and the complementary integration of value orientation. Specifically, we can integrate the cultural essence of China and the West into the curriculum design, which not only inherits the traditional culture of China, but also absorbs the

scientific spirit and innovative thinking of the West. In this way, the course has a profound cultural background and is full of modern flavor.

On the practical path of integration and innovation, curriculum design is the first link. We can skillfully combine Chinese and Western cultural elements to create a curriculum content that not only adapts to China's national conditions, but also has an international perspective. For example, while introducing traditional festivals in China, the cultural background of western festivals is introduced, so that children can enhance their understanding and respect for multiculturalism through comparison. When integrating teaching resources, teachers can make full use of Chinese and western educational resources, such as China folk art and western scientific experimental equipment, to provide children with richer and more diverse learning materials. The innovation of teaching methods is also an important aspect of integrated innovation. We can integrate the western inquiry learning method and China's heuristic teaching method, encourage children to explore knowledge through practice and operation, and guide them to learn while thinking. This innovative teaching method can stimulate children's interest in learning and cultivate their innovative thinking and practical operation ability.

The integration and innovation of China and western local kindergarten-based curriculum development is an inevitable choice to conform to the trend of educational globalization. Through the mutual reference of cultural elements and the complementary integration of value orientation, we can create a kindergarten-based curriculum system with more characteristics and more in line with the development needs of young children. Through curriculum design, integration of teaching resources and innovation of teaching methods, we can put the concept of integration and innovation into practice and provide more powerful support for children's all-round development.

5. Conclusions

After in-depth comparison and analysis of the development of China and western local kindergarten-based curriculum, this paper draws a series of meaningful conclusions. First of all, China and Western local kindergarten-based curriculum show their own uniqueness in cultural foundation and value orientation, and reflect educational wisdom and ideas in different cultural backgrounds. China's local kindergarten-based curriculum pays attention to the inheritance and promotion of traditional culture, emphasizing the harmonious symbiosis between man and nature and the cultivation of moral quality. Western local kindergarten-based curriculum pays more attention to practical innovation and individual differences, and encourages children to acquire knowledge through exploration and practice. Secondly, this paper recognizes that the integration and innovation of China and Western local kindergarten-based curriculum is an inevitable trend. Through the mutual learning of cultural elements and the complementary combination of value orientation, a more inclusive and diverse kindergarten-based curriculum system can be constructed. This kind of integration is helpful to enhance children's understanding and respect for multiculturalism, and can cultivate their international vision and cross-cultural communication ability.

The importance of kindergarten-based curriculum development in practice has been highlighted. As a link between children and local culture and nature, kindergarten-based curriculum plays an indispensable role in promoting children's all-round development. Therefore, we should continue to explore the path of integration and innovation between China and Western local kindergarten-based curriculum, constantly improve the curriculum system, improve the teaching quality, and provide more powerful support for the healthy growth and all-round development of children. Generally speaking, the research results of this paper provide beneficial enlightenment for the development of China local kindergarten-based curriculum. We also expect more educators and researchers to join in this field and jointly promote the in-depth development of kindergarten-based curriculum

development.

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