

Discussion on the Value of Integration Traditional Culture Into Kindergarten Curriculum

---Take Wuhu Iron Painting Technology as an Example

Rui Zhou¹

¹ Kindergarten affiliated to Anhui Normal University, Wuhu, China

Correspondence: Rui Zhou, Kindergarten affiliated to Anhui Normal University, Wuhu 241000, Anhui, China.

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Abstract

Traditional culture is the overall expression of various ideological, cultural and conceptual forms formed in the historical development of our country. Traditional culture breeds the precious spiritual character of the Chinese nation and has very important educational value. Integrating traditional culture into kindergarten curriculum can promote the development of children's character and sociality. Iron painting is a folk craft with a long history in China. Integrating iron painting technology into kindergarten curriculum is an effective way to inherit Chinese excellent culture, an inevitable requirement to promote children's physical and mental development, and a feasible path to promote kindergarten curriculum construction. At the same time, it is feasible to integrate traditional culture into kindergarten curriculum. On the one hand, the research on traditional culture has accumulated some early achievements, which provides a theoretical basis for the development of kindergarten based curriculum; On the other hand, kindergartens can develop game materials of iron painting technology, which reduces the operation difficulty of iron painting technology. It is suggested that kindergartens establish curriculum concepts around children's development and promote the construction of teachers of traditional culture.

Keywords: traditional culture, kindergarten curriculum, iron painting technology, value discussion

Chinese excellent traditional culture is the root and soul of the Chinese nation and the spiritual guarantee for the great rejuvenation of the Chinese nation. In 2014, the Ministry of Education issued the guiding outline for improving the education of Chinese excellent traditional culture, which requires that the education system of Chinese excellent traditional culture be integrated into the curriculum and textbook system (Note 1). Kindergarten is the initial stage of children's growth and the key stage of traditional culture education. Only when children are influenced by traditional culture from childhood can they lay a good foundation of life (Huang, S., Wang, L., & Liu, L., 2019).

As an important part of traditional culture, China's folk traditional craft has a long history. Different nationalities and regions have retained and inherited their own unique folk craft traditions. These folk crafts come from the life of the local people and are closely related to people's clothing, food, housing and transportation. They embody the simple ideals, aspirations and spiritual culture of the working people and are the crystallization of the aesthetic art and life wisdom of the local people. For example, Wuhu iron painting is a famous folk traditional craft in Anhui. It takes pig iron as raw material and makes pig iron into lifelike three-dimensional paintings by means of forging, melting and casting. Starting from the necessity and feasibility of integrating traditional culture into kindergarten curriculum, this study will explore how to integrate Wuhu iron painting and other traditional culture into kindergarten curriculum.

1. The Necessity of Integrating Traditional Culture Into Kindergarten Curriculum

Traditional culture and kindergarten curriculum seem to have no connection, but in fact they are closely related. The link between the two is children's physical and mental development. Therefore, this study believes that the integration of traditional culture and kindergarten curriculum should take children's development as the starting point and foothold. Therefore, this study analyzes the necessity of integrating traditional culture into kindergarten curriculum from the perspectives of traditional culture inheritance, children's physical and mental

development and children's curriculum construction.

1.1 An Effective Way to Inherit Chinese Excellent Culture

Wuhu iron painting has a history of more than 300 years since the Qing Dynasty. It is one of the unique folk crafts in China. In 2006, iron painting technology was listed as one of the first batch of national intangible cultural heritage by the State Council. Its unique production technology and unique artistic style are a bright pearl in China's traditional culture. In today's multicultural society, the national culture and local culture have been greatly impacted. All countries and governments pay more and more attention to the implementation and protection of local culture. Wuhu iron painting, as a folk craft with unique local iron color, should be paid attention to and protected. However, it is not known to most people. It is only famous in Anhui and some areas, and there are few monographs on iron painting. Moreover, due to the uniqueness of iron painting technology and the adoption of the traditional apprenticeship inheritance method, there are fewer and fewer iron painting craftsmen, and there are few well-known iron painting crafts. Therefore, we should respect and protect traditional culture and art, and call on more people to establish cultural consciousness. In particular, let children receive the influence of national culture from an early age and cultivate their feelings of loving their motherland and hometown. Only in this way can our traditional culture and national spirit be inherited from generation to generation and our nation be more cohesive. In order to inherit the excellent Chinese culture, it is introduced into the kindergarten curriculum, so that children and their parents can better understand and love this folk craft.

1.2 The Inevitable Requirement of Promoting Children's Physical and Mental Development

According to the research of developmental psychology, individual development has a critical period, and grasping the critical period can promote the development of individual ability. In the process of individual growth, there are many critical periods in early childhood. For example, 2-3 years old is the key period for the development of children's hand brain coordination ability. Hand brain coordination ability is a basic ability. If children have good hand brain coordination ability, their hands and feet can well complete the instructions given by the brain, and their ability to deal with things will be better than other children without panic and delay. In order to promote hand brain coordination, children need to engage in or participate in some simple manual activities, such as using chopsticks, stacking building blocks, practicing origami, etc. However, with the growth of children's age, these basic manual activities have been difficult to stimulate children's interest, so kindergartens need to increase the interest of manual activities.

1.3 Feasible Path to Promote Kindergarten Curriculum Construction

With the continuous advancement of China's curriculum reform, the state has promulgated the outline of basic education curriculum reform (Trial), which points out that "basic education curriculum reform should actively develop and make rational use of various curriculum resources inside and outside the school." As a part of the basic curriculum system, early childhood education is also trying to develop and utilize various resources to enrich and develop the kindergarten curriculum. In this process, workers engaged in early childhood education have increasingly recognized the important role of traditional culture in early childhood development and began to apply the elements of folk traditional culture to the development of kindergarten curriculum, which plays a great role in promoting the rich development of Kindergarten Based Curriculum and local curriculum.

In addition, it is not limited to the internal needs of kindergarten and family curriculum construction. The Ministry of Education issued the guiding outline for Kindergarten Education (for Trial Implementation), which clearly requires that "kindergartens should work closely with families and society to create a good growth environment for children... Expand children's understanding of the social living environment and stimulate the feeling of loving their hometown and motherland." (Note 2) Wuhu iron painting is a folk craft. As a part of traditional culture, iron painting has strong national flavor and local characteristics, and contains rich curriculum resources of educational significance. The integration of Wuhu iron painting into kindergartens is the need of kindergarten curriculum reform and development, which not only helps the kindergarten curriculum to diversify and diversify; It also helps to develop kindergarten based curriculum and inherit traditional culture. Therefore, it is very necessary to integrate Wuhu iron painting into the kindergarten curriculum.

2. The Feasibility of Integrating Traditional Culture Into Kindergarten Curriculum

The necessity of integrating traditional culture into kindergarten curriculum has been demonstrated, but in educational practice, whether traditional culture can be integrated into kindergarten curriculum still faces feasibility problems. In view of this problem, this study believes that the research results of traditional culture accumulated in the early stage and the game materials developed by kindergartens effectively respond to the feasible demands put forward by educational practice.

2.1 The Research on Traditional Culture Has Accumulated Early Achievements

In terms of the research on folk crafts and early childhood education, this paper makes an extensive and in-depth analysis and Discussion on the theoretical significance of the introduction of folk crafts into kindergartens, and provides a theoretical cornerstone for the practice of the introduction of folk crafts into kindergartens in combination with the guiding ideology of the guiding outline for kindergarten Education (Trial Implementation) and the educational value of folk crafts. In contrast, the research on the application of folk crafts to the exploration of practical strategies in kindergartens is insufficient. There are few and scattered related works. Most of them are studied from a certain aspect of practical activities, do not put forward the guidance of systematic and comprehensive practical strategies, and do not build a theoretical system. In addition, most of the existing studies on the application of folk crafts in kindergarten curriculum are based on kindergarten curriculum theory. For the expansion of curriculum resource selection, there is a lack of practical basis for its specific research. Therefore, it is difficult to find specific and feasible strategies and provide practical reference for kindergarten to develop kindergarten based curriculum. Therefore, the integration of folk crafts into the development of kindergarten curriculum needs to be further discussed.

In the research of Wuhu iron painting technology, this study collected a large number of works on Wuhu iron painting technology from different angles, and gained a lot, including works on the origin and development of iron painting; There are also special discussions on the artistic characteristics and aesthetic value of iron painting; There are articles describing the anecdotes and interesting stories about iron paintings; There are also works on the inheritance and development of iron painting. However, there are only a few works on the educational value of iron painting technology, which can not form an overall theoretical system to pave the way for the integration of iron painting technology into kindergarten curriculum. As a representative of traditional crafts, iron painting has a wide and far-reaching educational significance. At present, there is no specific research on the integration of iron painting into kindergarten curriculum. Therefore, this study hopes to learn from the previous works as a reference, carry out practical research on the integration of iron painting technology into kindergarten curriculum, supplement the deficiency of iron painting technology in preschool education, and provide reference for the expansion of kindergarten curriculum resources and the enrichment of children's spiritual world, Contribute to the inheritance of Wuhu iron painting.

2.2 Kindergarten Develops Game Materials of Iron Painting Technology

Kindergarten education is an artistic process of playing and learning. At present, the state clearly stipulates that the basic activity form of kindergarten is game. Therefore, kindergarten game materials play a huge and irreplaceable role in early childhood education. Game materials are the general name of toys and articles used in children's games and the material basis of children's games. Game materials can stimulate children's game motivation and game conception, and arouse children's Association and action. Game materials are also symbolic and can replace people and things in life. Children's games often rely on specific game materials or toys.

Through game materials to simulate iron painting technology, children can effectively exercise their body, brain and various balance and coordination abilities; It can effectively increase the interest of the course, so as to more effectively promote children's health, positive development and ensure the teaching effect. In the iron painting process, kindergarten teachers can develop alternative materials and use rubber materials instead of iron wires, which can enable children to give full play to their imagination and creativity while ensuring their safe operation. In addition, the use of alternative materials not only ensures the safety of children, but also has the advantages of low cost and strong plasticity.

3. An Effective Way to Integrate Traditional Culture Into Kindergarten Curriculum

The necessity of traditional culture for children's development and the feasibility of integrating traditional culture into kindergarten curriculum have been expounded and demonstrated. On this basis, this study aims to answer "how to integrate traditional culture into kindergarten curriculum", so as to explore the effective path of developing kindergarten curriculum.

3.1 Establish Curriculum Concept Around Children's Development

Curriculum concept is an important part of the concept of kindergarten running, and it is also the core and key of kindergarten curriculum development. The educational objects of kindergartens are young children in the early stage of development, who are in a critical period of development. If the kindergarten curriculum only focuses on knowledge transfer, it may lead to the trend of primary school preschool education, which is not conducive to the future development of children. Kindergarten education needs to convey cognitive knowledge, but it should

pay more attention to the development of children's psychology, emotion, sociality and so on (Ma, C.-Y., 2020). Therefore, the integration of traditional culture into kindergarten curriculum first needs to establish the curriculum concept around children's development. It must point to children's subjective development and realize its value through children's development (Ma, C.-Y., 2014).

In the process of children's development, the external environment is the space for children to explore. In the era of network informatization, children have become the aborigines in the information age. Complex information is not conducive to children's development. Traditional culture can become a window for children to understand the world. Taking iron painting technology as an example, kindergartens should understand the development process of iron painting technology, create a kindergarten education environment in an intuitive and interesting way around local cultural characteristics, so as to make children form an intuitive feeling of their hometown and nation, improve children's sense of belonging and self-identity, promote the development of children's sociality, intelligence and aesthetics, expand children's vision and enrich children's spiritual world.

3.2 Promote the Construction of Teachers of Traditional Culture

Kindergarten teachers are the implementers of kindergarten curriculum. The integration of traditional culture into kindergarten curriculum needs to take the construction of kindergarten teachers as the premise and establish a team of traditional culture teachers with excellent quality and the combination of full-time and part-time.

First of all, we need to select appropriate preschool teachers, establish a traditional culture integration team, and carry out thematic discussion and research. On the one hand, through teacher workshops, kindergarten teachers can learn and master the theoretical knowledge of traditional folk crafts (such as iron painting crafts), which helps teachers expand their professional knowledge, enrich their teaching materials, comprehensively improve teachers' national cultural literacy and teaching level, and promote teachers' professional growth. On the other hand, the establishment of a professional team can bring together elite members, effectively promote teachers to update their educational concepts, enhance their reflection ability, timely feedback the integration of traditional culture into curriculum teaching, and carry out special research to promote teaching through research and grow teaching and learning.

Furthermore, we should reform the evaluation methods of preschool teachers, integrate traditional culture into kindergarten curriculum as an indicator of teacher evaluation, and guide kindergarten teachers to actively participate. The integration of traditional culture into kindergarten curriculum requires kindergarten teachers to spend more time and energy, including traditional craft learning, alternative material selection, early childhood teaching design and so on, and these inputs should be paid attention to and respected. It is suggested to set up special subsidies to mobilize the participation enthusiasm of kindergarten teachers.

3.3 Building a Practical Environment for Children to "Learn by Doing"

American scholar John Dewey criticized traditional school education and put forward the basic principle of "learning by doing". Dewey believes that children are born with a desire to do and work, and have a strong interest in activities. Therefore, kindergarten education needs to pay attention to children's practical needs and provide materials and places for "learning by doing". Traditional culture is integrated into kindergarten curriculum, and kindergarten based curriculum with local characteristics is developed to make the curriculum more diversified, life, experience and interesting. To expand the field of kindergarten curriculum, kindergartens need to create a practical environment of "learning by doing", so as to form kindergartens with local characteristics. Specifically, according to the division of the scope of children's activities, it can be basically divided into the kindergarten environment and the family community environment outside the kindergarten.

On the one hand, we need to build a kindergarten practice and Innovation workshop. Kindergartens need to make full use of the space in the park, solve the problem of places for iron painting technology practice, and set up kindergarten practice and innovation workshops for children and teachers. In the practice workshop, preschool teachers can lead children to understand the materials and tools needed by iron painting technology, and explain the specific process and decomposition steps of iron painting technology. In addition to the basic work space, the kindergarten also needs to be equipped with a series of work tools and auxiliary equipment. After introducing the materials and tools, preschool teachers can demonstrate to children how to operate, provide children with space for free practice, and provide necessary support and guidance when children need help.

On the other hand, we need to unite families and communities to establish a collaborative practice environment between family, school and society. The integration of traditional culture into kindergarten curriculum does not mean that children's practice place is only limited to the environment in the park. Under the background of cooperative education between home, school and society, expand children's activity space and integrate the

environment in and outside the park as a whole, which meets the spatial needs of children's growth and development, and is conducive to coordinating the unity of traditional culture and children's growth environment. In kindergartens, teachers mainly organize children to participate in craft practice. In families and communities, parents and community residents need to invest more time and energy to promote the integration of traditional culture into children's life.

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Notes

Note 1. Ministry of Education: guidelines for improving the education of Chinese Excellent Traditional Culture issued [EB / OL]. http://www.gov.cn/xinwen/2014-04/01/content_2651086.htm ,2014-04-01.

Note 2. Central People's Government of the people's Republic of China: Notice of the Ministry of education on printing and distributing the guiding outline for Kindergarten Education (for Trial Implementation) [EB / OL] http://www.gov.cn/gongbao/content/2002/content_61459.htm ,2001-07-02.

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