

Exploring the Path of Integrating Xi'an Excellent Traditional Culture Resources into Preschool Education

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Abstract: Under the implementation of the new round of basic education curriculum reform, people are increasingly valuing and developing quality education. The content and form of early childhood education resources are diversified. As an excellent traditional culture of China, excellent traditional culture resources contain rich revolutionary spirit and profound historical connotations, including the lofty ideals, firm beliefs, and patriotic sentiments of predecessors. Integrating historical and cultural elements into preschool education can promote the development of quality-oriented education and the cultivation of patriotism in young children. This article conducts a survey and research on the historical and cultural education of some kindergartens in Xi'an, discovering the problems of excellent traditional culture resources in preschool education, exploring their causes, and proposing solutions and measures for the problems. The paper attempts to integrate Xi'an's excellent traditional culture resources into early childhood education resources, and leverage the educational role of Xi'an's historical and cultural heritage.

Keywords: Quality Education; Excellent Traditional Culture Resources; Preschool Education

1. Introduction

Excellent traditional culture resources embody a rich spirit and a profound historical connotation, reflecting the lofty ideals, firm beliefs, and patriotic sentiments of predecessors. They enrich the inner spirit of China's excellent traditional culture and open up the direction for the advancement of traditional Chinese culture. Integrating excellent traditional culture into education is of crucial importance for inheriting and promoting excellent traditional culture.^[1] In

contemporary education, courses related to historical culture have always been aimed at students in primary, middle, and high school stages, and are rarely mentioned in kindergartens.^[2] Early childhood education, as the foundation of basic education, is in an important stage of developing young children's minds, personalities, qualities, and behavioral habits. It is extremely important to make good use of this important time point for historical and cultural education. The "Guidelines for the Learning and Development of 3-6 Year Old Children" mentions that attention should be paid to the holistic nature of young children's learning and development, and attention should be paid to the mutual penetration, coordination, and integration between fields and goals to promote the coordinated development of young children's physical and mental health. This requires integrating excellent traditional culture resources into suitable patterns of physical and mental development and learning characteristics for young children, emphasizing the integration of theory into specific practical education, combining the characteristics of historical culture, and transforming them into patriotic education content that young children can understand and be interested in. The ancient capital Xi'an has rich historical and cultural heritage, with many magnificent revolutionary stories happening on this land. It also has more than 127 revolutionary sites, leaving valuable spiritual wealth for future generations.^[3] Kindergartens in Xi'an can take this as a root, explore the regional culture with Xi'an characteristics, incorporate it into excellent traditional culture education, and help young children achieve comprehensive development. This article starts with specific excellent traditional culture resources and attempts to transform them into kindergarten based courses suitable for early childhood education, exploring the path of integrating excellent traditional culture resources into preschool

education.

2.The Current Situation of Historical and Cultural Education in Kindergartens in Xi'an City

2.1. Problems in the Development of Curriculum Resources in Kindergartens in Xi'an City

From existing research, it can be seen that there are still many problems in the development of kindergarten curriculum resources, such as a single structure in curriculum resource development and a lack of social support in kindergartens.^[4] Xi'an also has the same problem. According to a visit to some kindergartens in Xi'an, it was found that there are very few elements related to historical culture in the environmental design of kindergartens. For example, during an interview with the caregivers of Aerospace Second Kindergarten, the author learned that due to environmental and educational funding constraints, it is difficult to develop kindergarten based courses within the institution; On the other hand, the kindergarten is established within the community with a relatively small environment, and there are relatively few management institutions and educators in the institution, lacking more professional talents to engage in the creation of kindergarten based courses. The curriculum reform advocates that kindergartens actively develop surrounding resources, establish local and local based curriculum, and promote the multifaceted development of young children. At present, promoting and inheriting historical culture is receiving increasing attention. Effective development of historical and cultural curriculum resources is crucial for promoting the development of young children.^[5] Xi'an City is not lacking in resources. On the contrary, there are many distinctive excellent traditional culture resources in the surrounding area, including not only material cultural resources but also spiritual cultural resources. Kindergartens rarely use these resources or only hold historical culture commemorative activities during major festivals.

2.2 There are Few Professionals Engaged in Historical and Cultural Education

2.2.1 The number of boys majoring in

preschool education is small

Male teachers have natural advantages in historical and cultural education, such as their personalities and temperament types that are more in line with some heroic figures. When conducting activities, it is possible to express thoughts and convey emotions more realistically. The preschool education profession in China has always been dominated by female preschool teachers, with men having a low position in the preschool education industry. According to the 2016 education statistics of the Ministry of Education, there are approximately 2.232 million full-time teachers in preschool education in China, of which more than 2.184 million are female teachers, accounting for 97.88%, and less than 2.2% are male teachers. Kindergartens have become a true "daughter country".^[6] So it is urgent to improve the professional identity of boys majoring in preschool education, and a rebound in the number of male preschool teachers is beneficial for the overall development of historical and cultural education in kindergartens.

2.2.2 Weak subject awareness and insufficient emphasis

Based on past experience, primary and junior high schools in basic education have incorporated courses related to quality education, and excellent traditional culture has become part of the school's educational resources. However, in early childhood education within the foundation of basic education, there has not been a good utilization of excellent traditional culture resources. Effectively exerting the educational function of excellent traditional culture is the value of research on excellent traditional culture. The realization of the educational function of excellent traditional culture is not limited to visiting famous historical sites or museums; it is influenced by various subjective and objective factors^[7]. In terms of traditional culture education, the early childhood education teaching staff themselves lack understanding of traditional culture, simply copying from textbooks, with monotonous activity designs that cannot accurately and vividly express the spiritual connotations embodied in traditional culture. This is one of the factors affecting educational outcomes.

3. Countermeasures and Suggestions

3.1 Deeply Tap into the Historical Culture Curriculum Resources in Xi'an and Establish a Historical and Cultural Resource Library in Xi'an

The "Guidelines for the Learning and Development of Children Aged 3-6" specifically divides early childhood education in China into five major fields: health, language, society, art, and science, covering a wide range of knowledge. Excellent traditional culture resources also involve various fields and contain rich content. There are obvious differences in the curriculum resources developed at different stages.

3.1.1 Absorb professional historical culture education talents to engage in the collection of excellent traditional culture resources for young children

Due to the unique nature of kindergarten work, the teaching team, as the main body of early childhood education, is facing time constraints in their daily work, making it difficult to find time to study historical culture. Therefore, it is necessary to invite professional historical and cultural researchers to carry out this work, and the early childhood teaching team should assist experts in identifying and selecting educational materials. This is a long-term and important task that keeps up with the times, and must be persisted for a long time to provide guarantees for early childhood education.

3.1.2. Improve the professional quality of preschool teachers and enhance their practical ability in historical and cultural education

Theory must be combined with practice, and while collecting educational resources, it is necessary to start utilizing them. Experienced teachers in kindergartens will first try to create some distinctive kindergarten based courses, and other teachers will conduct practical exercises, evaluate each other, identify problems and correct them in a timely manner, and exercise teachers' professional literacy. On the other hand, the teaching team can independently develop courses, improve their research abilities, and play a positive role in directly "teaching and learning each other" between teachers and young children, provided they have the ability.

3.1.3 Strengthen resource sharing and promote the development of early childhood basic

education in Xi'an

The Historical Culture Resource Pool is not a task for a certain kindergarten, nor is it a short-term achievement that can be completed. It requires the cooperation of the government, kindergartens, and various units of society. Each department has different division of labor, resources, and achievements, and it should be made public and shared to jointly create an academic atmosphere centered on early childhood education and mutually beneficial cooperation.

3.2. Reasonably Apply the Excellent Traditional Culture Resources of the Resource Library to Kindergarten Curriculum

In kindergarten curriculum design, it is always necessary to adhere to the principle of putting young children as the main body. Teaching design should be in line with the age characteristics of young children, attract their interest, stimulate their imagination, and make them like historical culture. This has a positive effect on the development of children's aesthetic and quality-oriented education.

3.2.1 Design children's picture books that match their age characteristics

In preschool education, teachers can maximize the integration of information such as text, patterns, and colors in picture books, making the teaching process more vivid and vivid. The plot and tasks in picture books are more realistic, which attracts the attention of preschool children and arouses their curiosity, thereby enhancing their experience of the stories in picture books, Enable them to more effectively understand the stories described in picture books and the true emotions expressed in the stories, and enhance the interest of preschool children in learning. In Xi'an's traditional culture, there are many important figures who have had a significant impact on social progress.^[8] It should be noted that in the creation of picture books, the pictures should be exquisite, the language and text content should be concise, vivid, and vivid to attract children's interest.

3.2.2 Integrating historical and cultural elements into the creation of kindergarten environment

The monthly theme of kindergarten can use historical culture as the theme. In game activity design, historical culture can also be

permeated. For example, when children play role-playing games, historical story content can be designed, and clothing and props also have characteristics. The one-day activities of kindergarten, such as entering the kindergarten, washing, dining, taking a nap, and going to the bathroom, can be permeated with some historical culture during each transition stage. The daily activities of kindergarten, such as entering the kindergarten, washing, dining, taking a nap, and using the toilet, can incorporate some historical and cultural elements into each transition. For example, between the two stages, children can rest and go to the toilet, and nursery rhymes can be played. You can add photos of children participating in game activities, drawing, and visiting revolutionary scenic spots to the theme wall. You can also teach young children how to handcraft, make simple telescopes, paper toy guns, and so on.

3.2.3 Combine excellent traditional culture with traditional festivals

Kindergartens pay attention to the infiltration of traditional festival culture, and excellent traditional culture can also be integrated into early childhood education. For example, during the Qingming Festival, historical story sharing meetings can be held, and during the Spring Festival, historical poetry recitation competitions can be organized to organize various themed activities for young children to learn how to cut window flowers. Historical culture can permeate role-playing activities in kindergartens, cultivate good habits of thrift and thrift among young children, enable them to understand sharing and cooperation in life, and enhance their patriotism.

3.3 Strengthen the Promotion of Excellent Traditional Culture Education and Enhance the Professionalism of Preschool Teachers

According to the survey, many teachers in some private kindergartens in Xi'an have artistic backgrounds. Although they have an advantage in artistic skills and can promote the comprehensive development of young children, they may also encounter some problems in teaching activities. One of them is the inappropriate selection of teaching methods. The second reason is that there is a lack of thorough understanding of the physical and mental development patterns and age

characteristics of young children, which leads to a low level of specialization among preschool teachers. So in the current historical culture education for young children, due to inadequate publicity efforts, the influence of historical culture is low. Many times, these art teachers are also responsible for historical culture education activities. Their understanding of historical culture is already low, making it difficult to accurately express it, make it vivid for young children to accept it.

Improve the comprehensive quality of the preschool teacher team. China's preschool education has reached the world's largest scale, facing the urgent demand for high-quality preschool education resources from society. In the new era, preschool teachers should uphold the sense of responsibility, courage, and seriousness of their predecessors and step into the workplace. They should have noble moral character and strengthen the training and research efforts of preschool teachers, all of which cannot do without the precious wealth left by their predecessors. Kindergarten teachers should regularly learn knowledge related to historical culture, expand their knowledge, and establish the concept of lifelong learning. Especially, male teachers should fully leverage their gender advantages and undertake the work of learning and promoting historical culture in the kindergarten. The teaching team should be brave enough to face challenges, spend time learning professional knowledge of historical culture, utilize their professional abilities in preschool education, participate in the development of historical culture education courses in their respective kindergartens, and enhance their research capabilities.

The times are constantly advancing, but we must not forget history. Effectively integrating historical culture into early childhood education, on the one hand, helps young children understand national history, establish correct worldviews, outlooks on life, and values; On the other hand, the excellent qualities of patriotism, bravery, friendship and mutual assistance in historical culture can have a subtle impact on the behavior of young children, promoting their personality development.^[9]

4. Conclusion

The particularity of preschool education

determines the challenges involved in this profession, requiring teachers to be well-read, especially in traditional culture, and to develop into well-rounded individuals. As society progresses, traditional culture is gaining increasing popularity, necessitating that teachers acquire certain knowledge of it. From the discussions above, it is evident that traditional culture can enhance the development of preschoolers' quality education and help them establish their earliest perspectives on life and values. Therefore, preschool teachers must provide foundational education for young children and promote their all-round development. The development of early childhood education is a dynamic process, and the teaching team must continuously acquire new knowledge, enrich teaching content, and improve the quality of traditional culture education. The education of traditional culture for young children must keep pace with the times.

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