

Construction and implementation of class-based curriculum based on local cultural resources

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Abstract: Early childhood is a critical period in the development of human life. Integrating local culture into kindergarten education can help children establish a sense of identity and belonging to local culture, and promote their understanding and cognition of local culture. Through contact and experience of local culture, children can feel the richness and excellence of the motherland culture, so as to stimulate the emotion of love for hometown and motherland. In this study, the middle class of a kindergarten in Chengdu City to "Hi! Chengdu "as the theme, choose the appropriate curriculum construction content, explore the effective implementation strategy to carry out local cultural activities, and construct the class curriculum related to local cultural practice activities.

1. Introduction

Local culture is the knowledge system produced, enjoyed and transmitted by local people through their long life and historical development. It is the crystallization of wisdom of local people for thousands of years and the source of gathering local social strength^[1]. As an important part of traditional Chinese culture, it has various forms of expression, including various natural resources, cultural resources, social resources and living resources, such as local natural landscape, customs and habits, cultural relics and monuments, traditional art and food culture. Local cultural resources are the cultural achievements with strong local characteristics that have existed and developed in a region for a long time^[2]. Local culture specifically refers to the integration of various cultural forms and contents created, inherited and developed by the local people in a specific area, including but not limited to historical relics, traditional art, dialect slang, folklore, etc. These can become the objects and carriers for kindergarten curriculum practice, and the original objects for children to cognitive processing^[3].

Local culture is the culture that children come into contact with the most. It has distinct local characteristics and contains endless educational resources^[4]. The construction of class-based curriculum based on local cultural resources is a process of integrating regional culture into daily teaching activities, aiming at inheriting local culture through educational means and cultivating children's sense of cultural identity and pride. The development of appropriate, cultural and life-oriented kindergarten class-based curriculum from different perspectives is the focus of this balance. Only in this way can kindergartens truly perform their educational function and provide a vibrant and colourful environment for children. The construction of garden-based curricula should also fully

respect the laws of physical and mental development and cognition of young children^[5]. Starting from children's life experiences, based on the actual situation of the garden and the region, fully exploring local cultural resources, and endeavoring to create an educational environment that has a direct interaction with young children. Building quality garden-based curricula that effectively meet the needs of young children and their level of physical and mental development. It is also a concrete manifestation of the implementation of the spirit of the Outline and the Guide^[6].

2. Background

2.1. National level

"Guidelines for Kindergarten Education (Trial)" clearly points out that make full use of social resources, guide children to actually feel the richness and excellence of the motherland culture, feel the changes and development of their hometown, stimulate children to love their hometown, love the motherland emotion, appropriate to introduce to children the culture of various ethnic groups in China and "initially form honesty, courage, help others and other good character" ^[7]. "New era patriotic education implementation outline" pointed out that patriotic education should start from the child, pay attention to ideological connotation and ideological guidance, so that moistening things silently ^[8]. Kindergarten is the initial stage of life, in the hearts of children with a red mark, so that the red seeds in their young hearts to take root and sprout, from love home gradually transition to love the country.

2.2. At the kindergarten level

For kindergarten children, the concept of patriotism is abstract and difficult to understand. For example, when we tell the story of the Red Army crossing the grass and the heroic deeds of the revolutionary martyrs to our children, we often see the children's puzzled eyes and half-comprehending expressions. In order to concretize the concept of patriotism, the author believes that we must first let children love their families, love their hometown, and then love their country. In the selection of educational resources, we should start with more things that children are familiar with and like, and the entry point should be small but specific and easy to operate. Only when children can see, touch or personally perceive and experience things, can they truly feel the existence of things and empathize with them^[9]. However, not all local resources are suitable for carrying out educational activities in kindergartens, according to the actual situation and age characteristics of the children in the class. For example, seize the children's age characteristics of love to eat and love to play, from the surrounding food and tourist attractions, let the children together to talk about what they like to eat, what places are fun, etc., in the unknowingly and subconsciously local native culture implanted into the kindergarten day teaching activities. Let the children from a young age can be exposed to the local customs of their hometown, feel the charm of their hometown culture.

3. The content system of the "Hi Chengdu" class

3.1. The principle of content selection

The principle of content selection of kindergarten class is mainly reflected in the child-oriented, cultivating children's creativity, laying the foundation for children's future development of social survival, cultivating children with independent thinking and exploration ability, rather than stereotyped and standardized children ^[10].

3.1.1. Interestingness principle

The selection of curriculum content should take the interests of children as the starting point, and introduce high-quality local resources on the basis of respecting the nature and will of children.

3.1.2. The principle of suitability

The course content should be in line with the age characteristics and cognitive development level of children, as far as possible in the children's closest development area, so that it has a certain challenge to promote the development of children.

3.1.3. Life-oriented principle

Curriculum content should be close to children's existing practical life experience.

3.1.4. The principle of integration

The organization of curriculum content should pay attention to the integration of various contents in the field, and promote the comprehensive and harmonious development of children's cognition, emotion, language, health and sociality.

3.1.5. Safety principle

When choosing course content, the safety of young children must be taken into account and topics and activities that may cause harm or adversely affect young children must be avoided.

3.2. Content System

After the holiday, children can't wait to share where they go to play during the holiday, taking this as an opportunity to build a "Hi! Chengdu" as the theme of the class course.

3.2.1. Chengdu Accent

The theme of this section was decided when a child in Jiangsu Province was curious to hear other children in his class speaking Chengdu dialect and would imitate the nursery rhyme or rhyme sung by other children. Therefore, Chengdu dialect is taken as one of the contents, which mainly focuses on activities in the field of language. Chengdu dialect is combined with nursery rhymes to carry out "Nursery rhymes of Chengdu" (including Grandma Wang selling tea and chubby baby). Through singing and performing Chengdu nursery rhymes and songs, the children's love for Chengdu is aroused.

3.2.2. Eating in Chengdu

Children are most interested in the food they eat. The parent-child survey and the exploration of Chengdu's cuisine will lay the groundwork for the following activities. This section carries out activities in the fields of art, science and society around "Chengdu's food" and "Where can you find food in Chengdu", and sets up some games about Chengdu's characteristic snacks in the corner of the section.

3.2.3. Sichuan Opera

Sichuan Opera is one of the most typical local cultures in Chengdu. It mainly carries out activities from the following four aspects. First, "What is Sichuan Opera?" -- What is Sichuan Opera? Through

watching Sichuan Opera and parent-child questionnaire, the society has a preliminary understanding of what Sichuan Opera is, its elements and singing style. In addition, I will tell Sichuan Opera is performed for children by parents in class to answer questions and satisfy children's curiosity; Science "Sichuan Opera": changing face, breathing fire, playing knife, water sleeve, rolling lamp, kicking Hui leg, etc.; Science "How to change face". Second, "What's going on with Sichuan Opera Facial Makeup" -- science "How to Draw Facial Makeup?" Learn to draw a face by understanding its color, structure and pattern; Art "Creative face" through the drawing of face to sign in the morning and parents into the class for a big face competition. Third, "I will sing Sichuan Opera" -- language "What Sichuan Opera Needs" includes the costumes of Sichuan opera: head hat, mouth, cloud shoulder, clothing, boots and shoes, roles: Xiao Sheng, Xu sheng, Hua face, Dan, clown, accompaniment instruments; The art "Sichuan Opera Accent Learning" includes Kunqu opera, Gaoqiang Opera, Huqin and so on. Fourth, "stage I build" - stage production includes stage design and construction, and then Sichuan opera performance. In addition, related games and activities are also set up in other areas of the class, such as the stage used for Sichuan opera performance in the construction area, facial mask painting in the art area, and facial mask coloring activities in the pottery and clay area.

3.2.4. Teahouse

The teahouse is a segment derived from Sichuan Opera, including the social "Old Teahouse" -- learning the etiquette of drinking tea in a teahouse. The theme learning area includes making clay teacups and designing Zhongwuban teahouse, and the life operation area includes weaving bamboo baskets. Social "Tea in Chengdu" -- Explore what kind of tea Chengdu people like to drink, Chengdu's special tea, family weekend experience covered bowl tea. Science "How tea Comes" -- family explore the planting conditions of tea, how to make tea, by taking children to explore how to make scented tea, enhance children's ability to explore and think about problems, in addition, plant teachers and children explore planting tea together. Language "Fun Teahouse" -- teahouse gameplay including Sichuan opera, playing mahjong, chess.

3.3. Curriculum implementation

3.3.1. Environment creation

Environment belongs to invisible education, which will have a subtle influence on children. Therefore, the creation of class environment is centered on Chengdu cuisine, teahouse and typical architecture of Chengdu. It not only includes the creation of walls, but also the design of related elements in the corner of the district (As in Figures 1 and 2). The construction area guides children to construct teahouses and typical buildings in Chengdu; In the art area, there are Sichuan opera facial masks, typical building paintings, space mud food and Sanxingdui cultural relics. There is also a bamboo weaving area made of bamboo, which pandas like to eat. At the same time, the theme wall has families to experience drinking tea, watching Sichuan opera, and taking photos of typical buildings. In short, the environment can narrow the distance between children and these cultures and deepen their understanding of these cultures.



Figure 1: Environment creation of teahouse.



Figure 2: Sichuan opera face painting.

3.3.2. Fully integrate parents' resources

First of all, through questionnaires, family interviews and other ways, to understand the parents' career background, interests, hobbies, special skills, etc., to establish a parent resource base. The implementation of the curriculum needs the support and cooperation of parents. Teachers should actively communicate with parents, share the curriculum concept and activity goals, and invite parents to participate in the implementation process of the curriculum. They are an indispensable part of curriculum implementation and an important part of children's growth. Parents are encouraged to explore local culture with their children in daily life. Based on this, activities such as "Parents in the classroom", "Parents teaching assistant" and "parent-child outing" have been carried out to let children personally experience some cultures such as drinking tea, Sichuan Opera and Sanxingdui, laying a good foundation for independent themed regional games.

4. The reflection on the implementation of the course

The design and implementation of the course also deepened the teachers' understanding of local culture and research ability to a certain extent. For example, teachers visit the Jinsha Ruins Museum to learn about the history of the ancient Shu civilization; attend a Sichuan Opera performance at the Sichuan Drama Theatre to study the unique charm of the art of Sichuan Opera; go to a Chengdu teahouse to experience the tea-making ceremony of Gai Bowl Tea and explore the influence of tea culture in the daily lives of local people, etc. Through these activities, teachers are not only able to visualize and absorb Chengdu's rich cultural resources, but also learn how to integrate these cultural elements into their teaching practices. This enables children to be exposed to and appreciate the cultural heritage of their hometown at the kindergarten level, laying a solid foundation for their patriotic feelings. But there are also some problems in the implementation of this course.

4.1. The design of bamboo weaving activities is not fully considered

Children noticed that bamboo is the plant that giant pandas love to eat, so the teacher wanted to create an area with bamboo as a carrier -- bamboo weaving area. In the later activities, it was found that the fine hand movements of middle class children were not flexible enough. It was difficult for them to complete a bamboo weaving work independently. Moreover, bamboo weaving skills were difficult for them, and no child could master this skill. In this bamboo weaving activity, the teacher

ignored the age characteristics of the children's own development, which led to the unsatisfactory effect of the activity. Almost all the works in the bamboo weaving area were completed by teachers, and the children did not really participate in them. After reflection, the bamboo-weaving area can be extended to scientific areas, such as the growth of bamboo, and discuss with children what period of bamboo and what part of bamboo pandas like to eat.

4.2. The depth of local cultural resources is not enough

The local cultural resources of Chengdu selected in this course include Sichuan opera, food, teahouse and Chengdu dialect, but the depth and breadth of the exploration are not enough. First of all, the kindergarten does not dig deep enough into local cultural resources. The activities for Sichuan opera only stay at the surface level of watching the performance of Sichuan opera and decorating the characters of Sichuan opera, but fail to go deep into the historical background, cultural connotation and artistic value of Sichuan opera. For the in depth exploration of Sichuan opera, the kindergarten can organize Sichuan opera art workshops and set up Sichuan opera role playing areas. Let the children imitate the performing arts of Sichuan opera in play, such as changing their faces and singing. For the teahouse theme, they may only pay attention to the atmosphere and environment of the teahouse, without digging deeply into the historical origin of tea culture and the unique skills of tea art. You can learn tea making skills and understand the types and characteristics of tea by visiting the teahouse, so that children can have a more comprehensive understanding of tea culture. The activities carried out under the theme of Eating in Chengdu only focus on the taste and appearance of food. It does not delve into the historical story behind the food and the production process. Children can experience food culture more comprehensively through activities such as making food, tasting food, learning about the production process of food and the sources of ingredients.

4.3. The evaluation system is imperfect

In the development of kindergarten activities, although Chengdu's local cultural resources, such as Sichuan opera, cuisine, teahouse and Chengdu dialect, have great characteristics and educational value, the imperfections of the evaluation system are reflected in the following aspects: No.1 Lack of clear evaluation criteria: There is a lack of clear indicators on how to measure children's understanding and participation in these cultural activities, which makes it difficult for teachers to conduct quantitative analysis and comparison in evaluation. No.2 Neglect of process evaluation: Evaluation systems may focus too much on outcomes, such as children's final performance or work completion, while ignoring important developmental indicators such as learning attitudes, creative thinking and social interaction in the process. No.3 Evaluation content is simple: the evaluation may only focus on the mastery of skills, such as the facial makeup painting of Sichuan opera or the operation process of tea art, but does not cover children's understanding of cultural background, emotional input and formation of values. No.4 Lack of diversified evaluation methods: evaluation methods may be too traditional, such as written test or performance evaluation, and do not use observation records, peer evaluation, self-evaluation and other diversified methods to fully reflect the development of children. Through such evaluation system, it can better promote children's understanding and absorption of Chengdu local culture, and also provide effective feedback for teachers to guide the adjustment and optimization of teaching activities.

5. Conclusion

In short, the use of local resources to carry out kindergarten curriculum construction is of great characteristics and value, and children have a profound impact. However, it is necessary to establish

a comprehensive, diversified and flexible evaluation system, which should not only pay attention to children's skills and knowledge learning, but also pay attention to their emotional attitudes, values, and the development of creativity and imagination. Such an evaluation system can help promote children's in-depth understanding and real absorption of Chengdu's local culture, and at the same time, it can provide feedback to teachers, constantly optimize and adjust teaching activities, and ensure the realization of education and teaching goals.

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