

Research on Kindergarten Art Education Based on Local Cultural Resources

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Abstract

With the continuous development of early childhood education, art education, as an important part of early childhood education, receives more and more attention. Local cultural resources are valuable resources for childrens art education. Using local cultural resources to carry out kindergarten art education activities can not only enrich childrens art knowledge and experience, improve childrens understanding of the living environment and things, but also make children understand the hometown culture and enhance national pride. Based on this, this paper analyzes the practical significance of integrating local cultural resources in kindergarten art education, and puts forward the implementation strategy of integrating local cultural resources into art education activities, aiming to promote the development of art education in kindergarten and inherit the excellent traditional culture.

Keywords

Local cultural resources; kindergarten; art education.

1. Foreword

The Outline of the National Plan for Medium-term and Long-term Education Reform and Development clearly points out that traditional culture education should be strengthened to promote students all-round development and cultivate the spirit of innovation. As an important part of basic education, kindergarten shoulders the important tasks of cultural inheritance and artistic accomplishment cultivation. Local cultural resources are not only the carrier of regional culture, but also the bridge for children to understand the world. Through art education, these resources are effectively transformed into childrens knowledge and experience, which can not only enhance cultural confidence, but also promote the comprehensive development of childrens body and mind. Therefore, how to integrate local cultural resources into art education and improve childrens artistic perception, creativity and aesthetic ability has become an important topic in the current kindergarten education practice.

2. The Practical Significance of Integrating Local Cultural Resources into Kindergarten Art Education

(A) it is conducive to enhancing childrens feelings for their hometown

Integrating local cultural resources into kindergarten art education can effectively promote childrens sense of identity and sense of belonging to their hometown. Local cultural resources include local folk customs, traditional crafts, folk art, local opera, historical relics, etc., which are all direct ways for children to understand and understand their hometown. Through art education activities, such as painting, handmade, singing and dance performance, etc., children can be exposed to these cultural elements with local characteristics in the perception, experience and expression, to stimulate childrens affinity and emotional identity to their hometown. For example, with the help of traditional festival customs and local music, children can not only understand the historical background of their hometown, but also feel the

inheritance and continuation of culture, thus invirtually enhancing childrens emotional attachment to their hometown. In addition, local cultural resources are experienced and expressed by children through the form of artistic activities, which helps children to internalize the cultural characteristics of their hometown into a part of their self-identity. When children participate in the traditional craft production and local dance learning, they can perceive and create through their own hands and soul, so as to gradually establish the emotional connection with the hometown culture[1]。

(2) It is conducive to promoting childrens all-round physical and mental development

The integration of local cultural resources in kindergarten art education has far-reaching practical significance for the comprehensive development of childrens body and mind. First of all, local cultural resources provide children with rich sensory stimulation. Local characteristics of music, dance, folk art, traditional festivals and other elements, can stimulate childrens multiple senses of hearing, vision, touch and so on, and promote the richness of their sensory experience. For example, the musical melody and costume modeling of local opera can not only cultivate childrens artistic perception ability, but also promote their cognition and appreciation of beauty. Secondly, participating in local cultural and artistic activities can promote childrens emotional and social development. Through strong cooperative activities such as group dance and traditional handicraft production, children learn to communicate and cooperate with others in the process of participation, and improve their emotional expression and social skills. At the same time, the internalization of the collective spirit and traditional values in the local culture also contributes to the cultivation of childrens emotions, and shapes childrens sense of teamwork and social responsibility. Finally, the integration of local cultural resources can stimulate childrens creativity and imagination. In art education, children imitate local folk art and create works with local cultural themes, giving full play to their creative thinking and transforming the elements of their hometown into unique artistic expression, which not only enriches childrens artistic creativity,It also promotes the diversity and flexibility of their thinking mode[2]。

(3) It is conducive to inheriting and carrying forward the local culture

The integration of local cultural resources in the kindergarten art education is helpful to realize the inheritance and promotion of local culture. Through artistic activities, children can have direct contact with the traditional art forms in their hometown, such as folk dance, local opera, traditional handicrafts, folk festivals, etc., and subtly perceive and identify with these cultural elements from childhood. As a form of expression with both sensibility and creativity, art education provides a vivid and interactive learning platform for children, so that children can naturally absorb the essence of local culture in the process of participation. For example, through painting, paper cutting, pottery and other handmade activities, children can not only feel the aesthetic value of local art, but also appreciate the unique charm of traditional crafts in personal practice. Local operas, folk songs and other musical activities can make children feel the rhythm and expression of their hometown language in a relaxed and happy atmosphere, so as to enhance their sense of identity and pride in local culture. In addition, art education can sow the seeds of cultural inheritance in the hearts of children through the integration of local cultural resources. Thanks by the traditional culture of their hometown, childrens artistic expression, creativity and aesthetic ability can be developed, and gradually form a deep understanding and respect for local culture. This kind of cultural inheritance is not only the memory and reproduction of the past culture, but also morels the innovation and development under the contemporary background. By integrating art education into art activities in kindergarten, local culture can be carried forward in the context of the new era, and promote its continuation and innovation in the next generation.

3. The Implementation Strategy of Integrating the Local Cultural Resources of Kindergartens into The Art Education Activities

(1) Create a local cultural and artistic atmosphere to stimulate interest

In the kindergarten art education, through the careful design and layout of the education environment, children can place themselves in the atmosphere of local culture, which can attract childrens attention to the greatest extent, stimulate their curiosity and desire to explore, and lay a foundation for the smooth development of art education activities. To achieve this goal, the kindergarten can decorate and decorate the classrooms, and create an environment full of local culture. For example, the wall can be hung with local characteristic paintings, traditional handicrafts, copies of folk costumes, etc. These works and items not only show the artistic style of local culture, but also allow children to be exposed to the artistic elements of local culture in their daily learning and life. At the same time, cultural corners with local characteristics can be set up in the kindergarten park, such as local folk craft production area, traditional festival exhibition area, local opera exhibition area, etc. Children will have a strong interest in the activities in these cultural areas, and gradually understand the cultural traditions of their hometown.

In addition, teachers can consciously integrate local cultural elements in their daily teaching. For example, when explaining the knowledge of nature and society, combined with local characteristics, introduce the geography, history, folk customs and other contents of hometown, so that children can express their cognition of hometown through art form. By explaining local legends, festival activities, local crafts and other contents, combined with painting, handmade and other artistic activities, children can transform these cultural elements into their own creative inspiration, so as to deepen their understanding and identification of local culture. On this basis, the kindergarten can also invite local artists, folk artists, traditional craftsmen and other people into the classroom, on-site demonstration and interaction, display local traditional skills and art forms. For example, traditional woodcarvers and embroidery craftsmen are invited to show the production process of handicrafts, or local opera actors are invited to show the performance fragments, so as to bring children an immersive artistic experience. These activities can not only expose children to the practical operation and expression of local art, but also stimulate childrens love and interest in local culture and art through personal participation and interaction.

(2) Excavating natural resources and improving the artistic expression

Excavating local natural resources can not only provide rich artistic creation materials, but also stimulate childrens artistic imagination and creativity through multi-dimensional experience such as natural touch, color and sound. By integrating local natural resources into art education activities, children can not only improve their expression in artistic expression, but also deepen their sense of belonging and identity to the hometown culture through the cognition and experience of the natural landscape of their hometown. First of all, the kindergarten can use the local natural landscape and environmental elements, such as local unique plants, flowers, animals, mountains and rivers, as the source of inspiration for artistic creation[3]. For example, in spring, children can learn how to use painting and handwork to express the beauty of flowers by observing the form and color of local flowers, and then stimulate their observation and expressive force. In autumn and winter, children can collect local unique leaves, pine cones, seeds and other natural materials to create, cultivate childrens hands-on ability and creative ability, and perceive the changes of local natural landscape and seasonal characteristics. Secondly, the local natural resources are not only limited to the material materials, but also include the natural sounds and rhythms. Kindergartens can guide children to listen to and imitate local natural sounds, such as birdsong, wind, and raindrops, to turn these natural elements into materials for artistic creation. Through music and rhythm activities, children can

express the natural sound as different musical instruments or rhythm type, and stimulate childrens music perception and creative potential. At the same time, the integration of this natural sound can also deepen childrens emotional dependence on the local environment, and enhance the interaction and connection between children and nature.

In painting and visual art activities, children can learn how to use color and shape to express the changes in nature by observing the color and light and shadow in the local natural landscape. For example, the unique landscape, rivers and lakes, and pastoral scenery in local areas can become an important material for childrens painting and graphic creation. By learning how to express the local scenery in their paintings, children can improve their artistic expression and spatial perception ability, and they can better understand the natural beauty of their hometown. Finally, combined with local folk art and natural resources, kindergartens can also carry out a variety of comprehensive art activities. For example, combined with traditional handicraft production, using local natural materials, such as bamboo, wood, stones, shells, etc., for creative handmade. Through these activities, children can not only perceive and experience the texture and characteristics of local materials, but also transform natural resources into expressive art works through their own hands, and cultivate childrens creative thinking and hands-on ability.

(3) Cultivate innovation and thinking through practical operation

Through hands-on operation in the kindergarten art education activities, children can not only personally feel and understand the unique charm of local culture, but also stimulate their thinking in the creation process, and cultivate childrens innovative consciousness and the ability to solve problems. To this end, kindergartens can use the traditional handicrafts in local cultural resources, such as paper cutting, clay sculpture, weaving, embroidery, etc., to organize children to carry out practical operations. Through these traditional art forms with local characteristics, children can experience the fun of handmade, and feel the connotation and charm of local culture. For example, children can learn how to use symmetry, composition and color to create works with local characteristics through the art of paper cutting. Under the guidance of teachers, children freely play their imagination in the process of paper-cutting, integrate the natural scenery, folk figures and other elements into it, and create unique works of art.

At the same time, combined with local cultural festival activities, such as local traditional festivals, temple fairs, folk dance, etc., teachers can guide children to participate in dance, drama performance and other practical activities, dance choreography and drama creation. Through these activities, children can not only experience the atmosphere of local festivals, but also exercise their coordination ability, language expression and innovative thinking in practical operation. For example, children can learn the movements and rhythm of traditional culture by participating in the performance of local opera or folk dance, and innovate and adapt them according to their own understanding during the performance, so as to show their understanding of traditional culture. In addition, using local traditional stories, legends and folk art forms as creative materials, children can recreate art through painting, sculpture, story creation and other ways. In this process, children stimulate their creativity and thinking ability through the understanding and interpretation of local cultural stories. For example, children can create picture books, hand puppets or small scripts according to their own understanding of local legends, and present these stories through performance and expression. Through practical operation, children can constantly exercise their imagination and innovative thinking in the process of creation, and form a personal understanding and expression of traditional culture.

(4) Promote the growth of artistic experience by combining game activities

In kindergarten art education, through games, children can not only experience local culture in a relaxed and happy atmosphere, but also stimulate their artistic creativity and expression

ability through role-playing, interactive participation and other ways. First of all, kindergartens can design games related to local festivals, so that children can learn the art form of local culture in the simulation process of participating in the festival celebrations. For example, combined with the local traditional festivals such as Spring Festival, Dragon Boat Festival and Lantern Festival, situational simulation games, such as "dragon and lion dance", "zongzi competition", "fireworks master", through which children can feel the warm atmosphere of festival culture in their personal participation. Through the game of "Dragon and Lion Dance", children can imitate the traditional dance movements, understand and experience the cultural background of dragon and lion dance in traditional festivals. In the "zongzi making competition", children can not only enhance their practical ability through manual operation, but also feel the historical origin and folk spirit of the Dragon Boat Festival.

Second, local folktales and legends provide rich material for the game. In kindergarten art education, children can be guided to experience the story and drama of local culture in role-playing and plot reproduction by way of story games[4]. For example, children can recreate and perform local classic folk stories, such as the White Snake, The Butterfly Lovers, and The Cowherd and the Weaver Girl, through dramatic games. In this process, children can not only play different roles and deepen their understanding of local cultural stories, but also exercise their artistic expression and creative thinking through free performance and language expression. Finally, the kindergarten can experience the rhythm and rhythm of local culture in the process of imitating and learning local folk dances and songs through the games such as "Folk Dance Big Challenge" or "Folk Song Concert". For example, children can understand the movement characteristics and cultural connotation of different local dance by imitating traditional local dance, such as Xinjiang "Daolang Dance", "Tibetan Dance" in Sichuan or Guangdong "Dragon Boat Dance". Meanwhile, children can learn and sing local folk songs, and improve their artistic perception and expression through the combination of singing and dance.

4. Epilogue

To sum up, the integration of local cultural resources in kindergarten art education can not only provide children with rich cultural experience, but also effectively promote the development of their artistic perception ability, innovative thinking and teamwork spirit. In the current education background, the national emphasis on local culture education pointed out the direction for the kindergarten art education, fusion of local cultural resources of art education activities, help children in diversified art experience, enhance the identity of hometown culture, stimulate childrens imagination and creativity, promote its all-round development. Looking forward to the future, kindergarten art education should further strengthen the mining and application of local culture, and give full play to the unique role of art education in cultivating innovative talents through more abundant and diversified educational activities.

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