

Research on the Construction of Kindergarten-based Curriculum for Life Education in Rural Kindergartens

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Abstract

This study takes a kindergarten in Tianquan County as the research object and aims to construct a kindergarten-based curriculum for life education in response to the existing problems, such as weak life consciousness among children, insufficient professional quality of teachers, and lack of curriculum resources. Based on Feng Jianjun's theory of triple life, the study divides the content of life education into three dimensions: life and self, life and society, and life and nature. Through diverse methods such as interviews, thematic integration and exploration, and practice improvement, combined with policy guidance and rich activity formats, a kindergarten-based curriculum system tailored to rural kindergartens has been constructed. The research results show that teachers' professional quality has significantly improved, and their teaching methods have become more diversified. Children's life consciousness has been notably enhanced, with increased respect and care for life. Meanwhile, a preliminary kindergarten-based curriculum system has been formed, featuring rich and diverse content with strong systematicity and operability. The research findings provide valuable practical experience and theoretical support for the implementation of life education in rural kindergartens and offer references for the construction of kindergarten-based curricula.

Keywords

Life Education, Early Childhood Education, Kindergarten-Based Curriculum, Children's Life Awareness.

1. Research Background

Life education is an education that directly faces life. It aims to enable young children to understand, respect, and love life through educational activities, and to learn to live actively, lead a healthy life, and develop independently. In today's society, young children are faced with various complex environments and challenges. Therefore, it is particularly important to cultivate their correct views on life, values, and worldviews. The early childhood stage is a crucial period for the formation of life awareness. However, currently, many kindergartens have many deficiencies in life education. This research takes XX Kindergarten in Tianquan County as the research object. Through preliminary investigations, it is found that young children have insufficient awareness of life education, teachers have a single understanding and teaching methods of life education, and there is a lack of curriculum resources. Therefore, constructing a kindergarten - based curriculum for life education in kindergartens is of great significance.

2. Research Status

2.1. Young Children's Cognitive Status of Life Education

In the preliminary investigation, we found that young children's understanding of life education is rather vague. Most young children do not know how to respect, cherish, and revere life. For example, when faced with an injured small animal, some young children show an indifferent attitude; they also lack attention to the growth of plants and do not know how to cherish the lives of plants. When observing the plants in the plant corner, some young children will pick the leaves or flowers of plants at will, without realizing the impact of their behavior on the lives of plants. In daily life, young children have a weak awareness of self - protection and lack basic self - protection abilities. This reflects that young children urgently need to improve their knowledge and awareness of life education.

2.2. Teachers' Understanding of Life Education

As the implementers of life education, teachers' understanding and comprehension of life education directly affect the educational effect. However, the survey results show that kindergarten teachers' understanding of life education is rather superficial. Most teachers believe that life education is merely a part of safety education or health education. They lack an in - depth understanding of the connotation of life education. They do not realize that life education covers multiple dimensions such as life and self, life and society, and life and nature, and is a comprehensive and systematic educational system.

In addition, the teaching methods and organizational forms of some teachers are single. The teaching method mainly relies on rigid preaching, lacking vividness and interest, and it is difficult to stimulate young children's learning interest and initiative. The organizational forms are also relatively single, mainly focusing on collective teaching activities, while ignoring the important roles of various forms such as game activities and regional activities in life education. For example, when explaining traffic safety knowledge, teachers simply tell young children about traffic rules without allowing them to experience through games or role - playing, resulting in young children's insufficient understanding and memory of the knowledge.

2.3. Status of Curriculum Resources

There are obvious deficiencies in the curriculum resources for life education in kindergartens. On the one hand, there is a lack of systematic teaching materials and teaching resources for life education, and teachers often do not know where to start when carrying out life education. On the other hand, kindergartens do not fully explore and utilize local resources, and fail to fully integrate rural characteristics into life education activities. This leads to a significant reduction in the implementation effect of life education in kindergarten curriculums.

3. Research Questions

3.1. Weak Life Awareness of Young Children

Influenced by traditional educational concepts, some teachers overly focus on knowledge imparting while ignoring the cultivation of young children's emotions, attitudes, and values. In life education, they do not fully recognize the dominant position of young children and do not design teaching activities based on the actual needs and interests of young children. As a result, life education is difficult to truly touch the inner world of young children. Young children have insufficient understanding of life, lack respect and reverence for the value of life, have a weak awareness of self - protection, and find it difficult to form a correct view of life.

3.2. Insufficient Professional Competence of Teachers

Kindergartens lack professional training for life education, and teachers have not received systematic learning of life education theories and methods. This makes it difficult for teachers to receive scientific guidance when carrying out life education activities, and the teaching quality is difficult to be effectively improved. For example, when guiding young children to carry out life experience activities, teachers do not know how to grasp the difficulty and depth of the activities, and cannot provide targeted guidance according to the individual differences of young children. Teachers' understanding and comprehension of life education are not deep enough, their teaching methods are single, and they lack effective teaching strategies and curriculum resource support, making it difficult to meet the needs of young children's life education.

3.3. Lack of Curriculum Resources

Kindergartens have deficiencies in integrating internal and external resources. Internally, they do not make full use of existing venues, facilities, and personnel to carry out life education activities; externally, they do not establish an effective cooperation mechanism with families and communities to jointly promote life education. For example, the kindergarten's plantation and breeding area are not fully utilized and fail to become important places for young children to learn life knowledge. At the same time, parents and community members are not invited to participate in life education activities, resulting in a waste of educational resources.

More importantly, kindergartens lack a systematic life education curriculum system, insufficiently explore and utilize local resources, and the curriculum content is divorced from the actual life of young children, making it difficult to stimulate young children's learning interest.

4. Countermeasure Research

4.1. Clarify the Research Perspective

1. Taking the Content of Life Education as the Core Perspective

The construction of the kindergarten - based curriculum starts from the content of life education, aiming to guide young children to understand, respect, and love life through life teaching, and to learn to live actively, lead a healthy life, and develop independently.

2. Dividing the Content Dimensions Based on the Triple - Life Theory

According to Feng Jianjun's theory that human beings have three intertwined lives: natural life, spiritual life, and social life, the content of young children's life education is divided into three dimensions: life and self, life and society, and life and nature. In the dimension of life and self, emphasis is placed on cultivating young children's awareness of their own bodies and emotions; in the dimension of life and society, young children are guided to get along well with others and understand social rules; in the dimension of life and nature, young children are enabled to get close to nature and feel the magic and beauty of natural life.

4.2. Adopt Multiple Methods

1. Interview Method

Through in - depth interviews with rural kindergarten teachers, understand the rich local resources in the area, such as local customs, natural landscapes, and folk stories, and summarize the unique characteristics of young children of different ages in rural kindergartens, accurately sort out the zone of proximal development of young children. For example, through interviews with teachers, it is learned that there is a unique farming culture in the local area. Then, relevant content of the farming culture is integrated into the life education curriculum,

and a theme activity of "I am a Little Farmer" is designed, allowing young children to experience the process of planting and harvesting and feel the growth of life.

2.Theme Integration and Exploration Method

Based on the interview results and determined goals, organically integrate the themes related to life in each stage in combination with basic teaching materials. Conduct in - depth exploration and analysis of multiple kindergarten - based sub - themes, and carry out the curriculum in a penetrating manner according to the kindergarten - based theme content and the thinking characteristics of young children. For example, under the theme of "The Secrets of Animals", sub - themes such as "Lovely Little Animals", "The Growth of Animals", and "The Homes of Animals" are set up. Through various forms such as stories, games, and observations, young children can comprehensively understand the life characteristics and living habits of animals.

3.Practice Improvement Method

Pay close attention to the practical problems encountered by kindergarten teachers in educational activities and educational practices, and improve the curriculum through continuous exploration. For example, in the activity of "Caring for Plants", teachers found that young children had difficulty understanding the plant maintenance knowledge. Then, the teaching method was adjusted in a timely manner. The link of young children personally taking care of plants was added, and a simple and easy - to - understand maintenance manual was made to help young children better master the relevant knowledge.

4.3. Expand Implementation Approaches

1.Based on Policy Documents

Strictly guided by the "Guidelines for Learning and Development of Children Aged 3 - 6" and the "Trial Outline of Kindergarten Education", and in combination with the characteristics of rural young children of different ages, carefully formulate practical and feasible theme goals. Ensure that the theme has a clear direction during the implementation process and can be flexibly adjusted according to the actual situation. For example, for young children in the small class, the life education goal is set as understanding their own body parts and cultivating good living habits; while for young children in the large class, it focuses on guiding them to understand the cycle and meaning of life.

2.Infiltrate Life Education in Multiple Activities

Comprehensively infiltrate life education into various activities such as game activities, collective teaching activities, regional activities, daily life activities, festival activities, and parent - child activities. In game activities, design a "Hospital Game" where young children play the roles of doctors and patients to understand the body structure and health knowledge; in collective teaching activities, carry out a theme teaching of "The Miracle of Life", and show young children the process of life's birth through pictures, videos, etc.; in regional activities, set up a "Nature Corner" where young children can independently observe the growth and changes of plants; in daily life activities, guide young children to dress and eat by themselves to cultivate self - care abilities; in festival activities, such as Arbor Day, organize young children to participate in tree - planting activities to enhance their awareness of caring for natural life; in parent - child activities, invite parents and young children to raise small animals together, enhancing the parent - child relationship while allowing young children to feel the responsibility of life.

4.4. Achieve Multiple Goals

1.Provide Support for Teachers

By constructing a systematic kindergarten - based curriculum for life education, break through problems such as the lecture - oriented teaching of kindergarten teachers, the mechanization of the teaching process, and the singleness of teaching content. Provide teachers with rich

curriculum resources, including teaching materials, lesson plans, teaching materials, etc., as well as diversified teaching resources, such as teaching method guidance, teaching case sharing, etc., to help teachers improve teaching quality. For example, a set of kindergarten - based teaching materials covering all dimensions of life education has been developed. The teaching materials are equipped with vivid pictures, interesting stories, and rich activity designs, providing strong support for teachers' teaching.

2.Promote Young Children's Self - Awareness

Help rural young children deeply understand their own lives, face up to the topic of "life", and accept the "changes in life". Through carrying out theme activities such as "Where Do I Come From" and "My Body Will Change", let young children understand the origin of their lives and the process of physical growth, and cultivate their respect and love for their own lives. For example, in the activity of "Where Do I Come From", teachers explain the process of life's birth to young children by playing popular science videos and telling picture - book stories, so that young children understand that their lives are hard - won and thus cherish life more.

3.Stimulate Young Children's Social Exploration

Stimulate rural young children's desire to explore the relationship between social life, and let them feel the intricate connections between life and society. Through role - playing, social practice and other activities, guide young children to experience different social roles, and understand the importance of social rules and interpersonal communication. For example, organize young children to visit a community nursing home and carry out the activity of "Caring for the Elderly", allowing young children to interact with the elderly and perform shows for them, cultivating young children's sense of social responsibility and the awareness of caring for others.

4.Enhance Young Children's Love for Nature

Through various planting and breeding activities, enhance rural young children's love for natural life, let them get close to nature, and cherish the "natural life" around them. Open up a plantation and a breeding area in the kindergarten, allowing young children to participate in the process of planting vegetables, flowers, and raising small animals, observe their growth and changes, and feel the magic and beauty of natural life. For example, in the plantation, young children plant seeds, water, and fertilize by themselves, and watch the seeds germinate, grow, and finally harvest fruits. This process allows young children to deeply understand that the growth of natural life requires efforts and care.

4.5. Form Main Views

1.Policy Guidance

The "Trial Outline of Kindergarten Education" clearly states that kindergartens must give top priority to protecting the lives and promoting the health of young children. The "Guidelines for Learning and Development of Children Aged 3 - 6" comprehensively infiltrate life education content from five fields: health, language, society, science, and art. The health field emphasizes the good state of young children's physical, mental, and social adaptation; the social field focuses on the social development of young children and the foundation of a sound personality; the science field cultivates young children's curiosity, thirst for knowledge, and environmental protection awareness; the art field guides young children to feel and discover the beauty in nature and social culture. These policy documents provide a clear direction and strong support for the construction of the kindergarten - based curriculum for life education in kindergartens.

2.Theoretical Basis

Life education officially became part of the national programmatic document content in the "National Medium - and Long - Term Education Reform and Development Plan Outline (2010 - 2020)" promulgated in 2010. From the perspective of young children's growth, the early

childhood stage is a crucial period for the formation of life education and personality shaping. Marx's discussion that the "complete person" is a unity of nature, society, and spirit, Dilthey's view that life should be grasped through the inner feelings and experiences of the subject, and Rudolf Steiner's concept that early childhood education is the care and nourishment of the senses all indicate that young children's perception of life depends on intuitive feelings, personal experiences, and interactions with the environment. These theories provide a solid theoretical basis for the construction of the kindergarten - based curriculum for life education in kindergartens.

3. Kindergarten Status

Based on the preliminary research and in - depth interviews with kindergarten principals and teachers, it is clear that kindergartens urgently need a set of kindergarten - based life education curriculums that are suitable for rural kindergartens and in line with the actual situation of the kindergarten. Currently, there is a lack of a systematic life education curriculum system in kindergartens, which has become a key factor restricting the improvement of the quality of life education in kindergartens. Therefore, constructing a kindergarten - based curriculum is an inevitable choice to solve the current dilemma of life education in kindergartens.

5. Research Results

5.1. Remarkable Improvement in Teachers' Professional Competence

Through systematic training and teaching and research activities, teachers have a deeper understanding of the connotation and importance of life education, and their teaching methods and organizational forms have become more diverse. Teachers can design rich and interesting life education activities according to the characteristics and needs of young children, such as role - playing, game competitions, field observations, etc. At the same time, teachers continuously reflect on and improve their teaching during the process of curriculum design and implementation, and their professional abilities have been effectively enhanced. For example, in the organization of the activity "I am an Environmental Protection Little Guard", teachers let young children deeply understand the importance of environmental protection by designing interesting environmental protection games and field visits to the waste treatment plant. The activity has achieved remarkable results, and teachers have also accumulated more teaching experience in the process of activity organization.

5.2. Obvious Enhancement of Young Children's Life Awareness

After a period of curriculum implementation, young children's awareness of respecting, cherishing, and revering life has been significantly improved. Young children can take the initiative to care about small animals and plants around them, take good care of the environment, and their self - protection awareness and ability have also increased. For example, during the process of observing the growth of plants, young children will carefully water and fertilize the plants, and no longer damage the plants at will; when getting along with small animals, they can treat them gently, showing their care for life.

5.3. Preliminary Formation of the Kindergarten - based Curriculum System

This curriculum system covers three dimensions: life and self, life and society, and life and nature, and is infiltrated through various activity forms. It has strong systematicness and operability. The curriculum content is rich and diverse, including theme teaching activities, game activities, regional activities, etc., which can meet the learning needs of young children of different ages. For example, in the small class, the theme activity "I Love My Body" is offered, allowing young children to understand their own body parts through nursery rhymes and games; in the middle class, the theme activity "I Play with My Friends" is carried out to cultivate young children's interpersonal communication skills; in the large class, the theme activity

"Exploring the Mysteries of Nature" is organized to guide young children to understand the laws of natural life. At the same time, the kindergarten has also developed a series of teaching resources related to life education, such as teaching courseware, teaching videos, activity cases, etc., providing a strong guarantee for the implementation of the curriculum.

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