

Exploring the Pathway of Integrating Chinese Fine Traditional Culture into Pre-school Education

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Abstract: *The early childhood stage is a key stage for carrying out enlightenment education. Actively integrating the ideas and concepts of Chinese excellent traditional culture into preschool education teaching can inculcate young children through subtle influence, which is not only an important guarantee for forming national cultural confidence, but also a need to inherit excellent traditional culture. Chinese excellent traditional culture is rich in educational resources, and effective integration and infiltration of Chinese traditional culture in preschool education not only enriches the content of preschool education and broadens the ways and means of preschool education, but also has important significance in building a strong socialist cultural nation and promoting the inheritance and development of excellent traditional culture. However, how to effectively integrate excellent traditional culture and preschool education has become an urgent research topic for preschool educators, and many difficulties have been encountered in the implementation process. Teachers and parents should follow the characteristics of children's physical and mental development and cognitive rules, and choose the appropriate content and form to teach. This paper analyses the current situation and problems of integrating excellent Chinese traditional culture into preschool education, and explores the countermeasures and suggestions for effective infiltration of traditional culture education, in order to help young children understand the connotation and charm of Chinese traditional culture and carry it forward, and cultivate the spirit of patriotism.*

Keywords: *Chinese Traditional Culture, Preschool Education, Cultural Heritage, Pathways*

1. Introduction

The "Guiding Outline of Kindergarten Education (Trial)" clearly stipulates that "children should be guided to actually feel the richness and excellence of the motherland's culture, and stimulate children's feelings of love for the motherland". [1] Actively integrating the excellent traditional Chinese culture and ideas into preschool education and teaching, and helping children naturally have a sense of identity and belonging to Chinese traditional culture and even the country through subtle ways, which is not only an important guarantee for forming national cultural self-confidence, but also the need to inherit excellent traditional culture.

The effective integration and penetration of excellent traditional Chinese culture education in preschool education can not only enrich the content of preschool education, broaden the ways and means of preschool education, but also have important significance for building a socialist cultural power and promoting the inheritance and development of excellent traditional culture. The integration of preschool education and traditional culture is not fragmented and arbitrary, but must be systematic and comprehensive, so how to effectively integrate excellent traditional culture and preschool education has become an urgent focus of preschool educators.[2] Teachers and parents should follow the characteristics and cognitive laws of children's physical and mental development, avoid rigid indoctrination and knowledge orientation, and should choose the content and form suitable for children to integrate the excellent traditional Chinese culture into the kindergarten environment and materials, and into the daily life of children. This paper analyzes the current situation and existing problems of the integration of excellent traditional Chinese culture into preschool education, and explores effective countermeasures and suggestions for infiltrating traditional culture education, in order to help children understand the connotation and charm of traditional Chinese culture, inherit and carry forward, and cultivate the spirit of patriotism.

2. The Need for Integrating Excellent Chinese Traditional Culture into Pre-school Education

2.1. Helping young children to strengthen their identification with traditional culture and build cultural confidence

It is an important and arduous task to attach importance to strengthening education on China's excellent traditional culture and building cultural confidence. Integrating Chinese traditional culture into pre-school education can effectively help young children understand some of the enlightening knowledge of traditional culture and the spiritual meaning behind the relevant culture, enhance their identification with traditional culture, and cultivate their love for the motherland and the homeland and the people. [3]Through active learning, Chinese traditional culture can be passed on and carried forward, and the social influence of traditional culture can be continuously enhanced.

2.2. Contributing to the development of comprehensive qualities in young children

2.2.1. Promoting the cognitive development of young children

Excellent Chinese traditional culture is the crystallisation of civilisation and wisdom created by working people over thousands of years and involves a wealth of content. By educating young children about traditional Chinese culture from an early age and guiding them to understand the content and knowledge contained in traditional culture, they can effectively enhance their cultural literacy and cognitive level, accumulate certain language foundation and artistic comprehension, etc., and better connect with their primary school learning life.

Secondly, through games and practice, children can be attracted to develop an interest and habit of learning about traditional Chinese culture on their own initiative; Once again, the subtle process of accumulating excellent cultural knowledge can continuously improve children's aesthetic ability, prompt them to enhance their creativity and cultivate their creative thinking and awareness.

2.2.2. Helping young children to develop good moral qualities

The values and moral norms of benevolence, righteousness, propriety, wisdom and trust that people have developed over a long period of time in society, help children to understand traditional culture and at the same time nurture them through their daily lives, which helps them to develop good habits, character and will, and has a profound impact on their future development.

2.3. It is conducive to promoting the diversification of kindergarten curriculum resources

We need to explore the resources of Chinese traditional culture from various aspects and angles, and design various thematic activities to improve the kindergarten curriculum by integrating the cultural content and spirit with the five major areas of the kindergarten curriculum.[4]For example, in the area of social education, we can incorporate the traditional virtues of respect for the elderly, love for the young, helpfulness and self-improvement, as well as the principle of honesty and trustworthiness, to help children form noble virtues and a correct outlook on life through immersion and subtle teaching. In the area of art education, we can incorporate folk arts such as folk music, paper-cutting and tie-dyeing; in the area of health education, we can incorporate folk sports games such as jumping jacks, hopscotch and sandbags; in the area of language education, we can develop traditional literature involving corresponding games and learning activities through mythological stories, Tang poems and Song lyrics.

3. Current Situation and Problems of Integrating Chinese Traditional Culture in Pre-school Education

The Throughout the development of preschool education in China, the kindergarten stage focuses on cultivating children's habits of living and learning and their independence, but lacks attention and cultivation of cultural literacy. However, due to various factors, the educational function of traditional culture has not yet been fully developed in the preschool education process, and traditional culture education is characterised by a single and superficial content. The following problems exist in the process of integrating traditional Chinese culture into preschool education.

3.1. Early childhood teachers lack professional knowledge and traditional cultural literacy

Chinese traditional culture is profound and complex, and many teachers lack the teaching experience and traditional cultural heritage to accurately determine the objectives of the activities.[5] In the teaching process, they only use the integration of traditional culture as a teaching tool, but do not integrate the spiritual connotations of traditional Chinese culture into their education and teaching to achieve ideological penetration of children.

Many teachers lack the appropriate instructional training due to their non-specialist backgrounds, and even preschool students are relatively incompetent in the practical application of their skills. As a result, they are not well prepared to carry out practical activities and are unable to organise them successfully and to intervene and promote the cultivation and development of young children's traditional cultural literacy through scientific observation and timely intervention.

3.2. Lack of scientific and systematic design of education

In the process of effectively integrating traditional cultural education resources with the kindergarten curriculum, there is a lack of planning and holistic approach. [6]Most teachers only learn to imitate existing teaching models and methods, while ignoring the physical and mental developmental characteristics of young children and the laws of education. In addition, kindergartens lack a systematic and continuous teaching design when integrating traditional Chinese culture into education, and usually use a certain point as an opportunity to carry out short educational activities, failing to fully explore and plan the implementation of thematic educational resources.

3.3. Insufficient development of relevant teaching resources in a single form

Due to the richness and diversity of traditional culture, many early childhood teachers currently select teaching content in an arbitrary manner, mostly by copying traditional culture, without developing and integrating resources for the physical and mental development of children at different ages. As the content lacks appropriateness and interest, the teaching effect is poor.[7]

Secondly, many kindergartens are currently negligent in integrating Chinese traditional culture into their curriculum and teaching activities. The most common is to use festivals as an opportunity to enlighten children about traditional Chinese culture, telling them stories and customs. There is a lack of scientific and creative development and use of resources.

3.4. Ignoring the importance of home cooperation in the education process

According to research, most kindergarten parents are supportive of the integration of good Chinese traditional culture into kindergarten education and teaching. However, the teachers did not give specific guidance on the aspects of the theme activities that parents need to cooperate with during the activity design process, resulting in parents not knowing how to cooperate with the teachers' work and being relatively passive in their timely participation.

4. The path of integrating excellent Chinese traditional culture into preschool education

This part makes a brief summary of the whole paper. Usually, there should be one paragraph in this part.

4.1. Increase the training of early childhood teachers to improve their own cultural literacy and curriculum development skills

Education in excellent traditional culture is the foundation for building cultural confidence, and is an initiative to implement the fundamental task of establishing moral education. Professional knowledge and cultural literacy are important conditions for integrating traditional culture into preschool education. Early childhood teachers should be well versed in the characteristics of young children's physical and mental development, educational theories, basic methods and extensive traditional cultural literacy; they should actively research traditional culture and, on the basis of understanding and mastery, extract useful elements from it to help the development of modern enlightenment education. [8]They also need to have a strong level of teaching skills and the ability to

develop and design excellent teaching resources on traditional culture. Research shows that a large proportion of early childhood teachers in China are non-professional, and as most teachers have not undertaken professional studies in preschool education, we need to increase our training efforts to continuously improve the quality of teachers' abilities.

4.1.1. Organise relevant training on a regular basis

Firstly, we need to expand the knowledge base of early childhood teachers by means of online training or intensive courses, and carefully study the contents of traditional culture to enhance their ability to interpret good traditional culture; secondly, for the development of curriculum resources, we need to cultivate the sense of initiative among early childhood teachers, not just using the existing and developed curriculum resources, but selectively exploring and designing traditional Secondly, we need to cultivate teachers' awareness of their own creativity, not to use existing and developed curriculum resources, but to selectively explore and design traditional cultural education resources according to the characteristics of kindergartens and students, so as to improve their own teaching standards and help young children better realise their enlightenment; furthermore, we need to cultivate teachers' skills in music, dance and painting in a targeted manner, so as to lay the foundation for diversifying teaching forms.

4.1.2. Kindergartens to strengthen teaching research

The kindergarten carries out targeted collective teaching and research activities, based on a variety of activities and forms of research, to constantly enrich the teaching ability and comprehensive quality of teachers.[9] At the same time, we strengthen the work of passing on and helping teachers. Experienced teachers accurately identify problems in teaching and give guidance by listening to and evaluating lessons from the perspective of teachers' teaching effectiveness and children's growth. Strategies for effective teaching of traditional culture are proposed through group discussions, in preparation for promoting the initiation of traditional culture education for young children.

4.1.3. Strengthen the integration of industry and education and school-enterprise cooperation

Pre-school education institutions should carry out in-depth industry-education integration and school-enterprise cooperation with kindergartens and other enterprises, use co-education in schools as a platform to build a curriculum system with elements of excellent traditional culture, and constantly reform and innovate the teaching model; further strengthen study with schools and job skills training, etc., to cultivate applicable education talents that the industry really needs. At the same time, both sides can make use of their own advantages to conduct in-depth research on how to better integrate traditional Chinese culture into preschool education.

4.2. Diversify teaching and enrich the form of educational activities

When designing traditional Chinese culture education activities, kindergarten teachers should build a systematic and scientific system of traditional culture education according to the psychological development characteristics of children and the laws of education, taking into account children's interests, age and accumulated experience, etc. They should strengthen the cultivation of children's interests through a variety of teaching forms and effectively integrate the educational resources contained in traditional Chinese culture with the kindergarten curriculum. The programme is designed to integrate traditional Chinese culture with the kindergarten curriculum.

4.2.1. Integration of Chinese traditional culture into daily curriculum teaching

The effective infiltration of traditional culture into the daily curriculum can bring a richer learning experience to young children. Teachers should be flexible in choosing educational content that is up-to-date and relevant to children's daily lives, according to their physical and mental developmental characteristics and the curriculum objectives of the kindergarten. They should also guide children to learn about a wide range of traditional cultures and enhance their cultural literacy.

We should also take into account the characteristics of children's physical and mental development and the laws of early childhood education when designing teaching, and adopt flexible and varied teaching forms, such as storytelling, games, music and dance, drama, handicrafts, art and other experiences that children enjoy and are suitable for effectively penetrating the content and spiritual connotations of traditional Chinese culture. More teaching methods such as context creation, problem-based teaching, game teaching and role-playing are used to enhance classroom interaction and encourage children to participate in teaching activities to enhance their interest in learning and learning

outcomes.

4.2.2. Create a good atmosphere for learning traditional culture

To promote the development of traditional cultural literacy in young children, the creation of a kindergarten environment with traditional cultural connotations is very important. Kindergartens should make good use of these cultural elements and teach them in the environment, incorporating relevant elements when carrying out the creation of the kindergarten environment.[10] For example, corridors and theme walls can be decorated with famous landscape paintings, calligraphy, handicrafts, pictures or wall charts of stories that convey the connotations of good traditional culture (e.g. The Three Character Classic, Confucius Gives Up the Pear, etc.). Secondly, traditional culture and manners are integrated into many aspects of children's daily lives, such as learning traditional manners at the joints of entering, eating, napping and leaving the school. Traditional stories, classical music and videos can also be taught to the children to guide them in a subtle way.

4.2.3. Make full use of traditional festivals to carry out thematic education

Kindergartens can make use of many of our traditional festivals to further strengthen the atmosphere for moral education for pre-school children, using them as an opportunity to develop thematic teaching activities for the enlightenment of traditional culture. For example, this allows children to understand the customs and rituals of festivals, which can effectively promote the development of their overall quality. When teaching, we can cartoonise the legends, characters and typical objects of traditional festivals by using cartoon stories or conversations with cartoons, shadow puppets and other forms to teach children about unified festivals, which are more likely to stimulate their interest in learning. For example, the Mid-Autumn Festival tells and promotes the story of the reunion of the festival to children. For example, on the Mid-Autumn Festival, children can learn about the story of the reunion of the two families. Secondly, paper-cutting, zongzi wrapping, mooncake making, tie-dyeing and other handicraft activities as well as various games such as role-playing can be carried out to suit the different characteristics of the festivals. This will help children to understand and learn more easily through the invisible infiltration of traditional culture during their participation and experience.

For example, as shown in the table1, Chinese New Year can be used as a theme for activities involving music, art, history, physical education, language and social studies. The tables should be clear and editable.

Table 1 Spring Festival activity design

Areas of study	Activity design
Language	Nian Beast, Flowers Bloom in December, Legend of Nian
Music	Joking on Facebook, Collection of Chinese New Year Folk Music, New Year's Painting Dolls Making a New Year's Day
Fine Arts	New Year's Food, Fukafu Bag for Ten Thousand Families, New Year Picture, Cutting Windows and Sticking Words of Happiness
Society	Role playing games "Guo Da Nian", Welcoming the Spring Festival, New Year's Eve Dinner
Sports	Happy Dragon Dance Team, Walking on Stilts, Yangge Dance
Science	Understanding Calendar, Counting Lanterns
Construct	Folk Handicraft Experience Hall, New Year pictures

4.2.4. Making full use of folklore games for teaching

Folklore games are an important way for young children to get in touch with folk culture, which is close to their lives and meets their experiential needs, and not only accumulates history, customs and culture, but also contains knowledge of sports and literature and art. [11] To meet the psychological developmental characteristics of young children, we can use folk games as the basis for teaching good traditional culture, and make use of young children's favourite folk sports activities and traditional games to fully mobilise their enthusiasm for participation and learning traditional cultural knowledge in the process of playing. The organic combination of folkloric games and preschool education takes advantage of the strengths of both sides to effectively enhance the speed of the spread of China's excellent traditional culture.

For example, we can turn folk games into suitable learning content for children, including dragon and lion dances, stilt walking, dragon boat rowing, cuju, eagle catching chickens, hopscotch, jumping jacks (the river is flowing, my sister and I are picking cotton), and rice rice-twirling songs (the day

we hoe is noon, the sweat drips from the earth...). ...) and other games include children's songs and nursery rhymes, which not only help children experience traditional culture and convey pleasant emotions, but also help them learn to cooperate and compete, and develop a sense of good behaviour and morality.

4.3. Develop appropriate resources for early childhood traditional culture education

4.3.1. Focus on content selection of educational resources

Early childhood teachers should choose content that has elements of traditional culture and is useful for the growth and enlightenment of young children, and should not simply make copies of traditional culture, but should focus on its contemporary integration. Secondly, according to research, young children are in the pre-operational stage, relying mainly on concrete image memory, with the help of pictorial relationships, through representational symbols and free from the constraints of concrete actions. [12] Therefore, there is also a need to carefully screen the closeness of traditional cultural content to children's everyday lives, and to effectively help young children establish effective links between cultural content and the things they come into contact with in the real world.

As with traditional cultural texts, the level of classical texts available to young children varies, and it is important to choose Chinese books that are suitable for young children.[13] While the Poetic Edda and the Analects of Confucius are classics, the Three Character Classic, the Thousand Character Classic and the Hundred Family Names are more accessible and relevant to young children's lives, making them more suitable as mainstream texts for teaching. The development of traditional cultural education resources suitable for young children can effectively stimulate their interest in learning and enhance their sense of cultural identity.

4.3.2. Integrating traditional cultural education resources

Once the entry point for traditional culture education has been chosen, then the relevant teaching content needs to be carefully designed, with rich storytelling, good interaction, active participation and excellent creativity as criteria for effective integration of educational resources. For example, games, folk tales, ancient poems, shadow puppets, mythological stories, children's songs, tongue twisters and other traditional cultural elements are scientifically integrated to create an excellent cultural atmosphere and help children experience the beauty of culture and art, effectively infiltrating traditional cultural education.

4.3.3. Focus on the integration of information technology applications

In the practice of early childhood education, we should combine the characteristics of children's concrete image thinking and enhance their interest in learning in many ways, such as from the auditory and visual aspects. The application of information technology can precisely meet the learning needs of young children.[14]We can transform the knowledge content of traditional culture into digital educational resources integrating sound, image, diagram and text through multimedia and other means to help children deepen their impressions, avoid mechanical input and help the development and construction of teaching resources.

4.4. Strengthening home cooperation

Parents, as the people who have the closest contact with their children, have a huge influence on their children's thoughts and values, and teaching them by example is better than any lecture. Therefore, it is very important to extend the education of traditional Chinese culture to parents of preschool children. Teachers should strengthen communication with parents, and only in the virtuous circle of traditional culture being inculcated and baptised together at home and in kindergarten can children consciously accept and pass on traditional Chinese culture.

For example, kindergartens can provide free training to parents through a combination of online and offline forms such as parent meetings or lectures, parent groups, etc. Parents are encouraged to watch and learn more, and to take their children to visit nearby places of interest in their daily lives, and to make good use of educational moments to popularise traditional cultural knowledge among children, so as to inspire a sense of national honour and cultural mission in them. [15] At the same time, we can carry out some parent-child educational activities, such as organising the making of moon cakes for the Mid-Autumn Festival, which can enhance emotions and also make a difference in the process of participation.

Secondly, parents who work with or have an interest in traditional culture are contacted and invited to share their experiences and involve their children's parents in the teaching and learning of the integration of traditional Chinese culture with the kindergarten curriculum. This will further enhance parents' understanding and use of the educational significance and implementation methods of Chinese traditional culture.

5. Conclusion

Under the main theme of the times of promoting excellent Chinese traditional culture and helping young children to cultivate correct core socialist values, we must further clarify the importance and necessity of integrating excellent traditional culture into preschool education, and continuously build and improve the path of the traditional cultural enlightenment education system for young children. Teachers should continue to explore and give full play to their guiding role in the process of traditional culture education and transmission, and truly infiltrate traditional culture into the preschool education process. By raising effective awareness of the connotations of good traditional culture, strengthening teacher training and cultivation efforts, diversifying teaching, developing traditional cultural education resources for young children, strengthening cooperation between homes and other pathways, and inspiring a sense of national honour and mission among young children in the ongoing infiltration of education, young children can effectively become learners and disseminators of traditional Chinese culture.

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