

# Research on the Path of Building Kindergarten Based Curriculum in Dali District by Using Bai Culture Resources

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## Abstract

The kindergarten based curriculum construction is a main way to highlight the characteristics of the kindergarten and promote the development of teachers. Under the background of kindergarten curriculum reform and development, we should attach importance to the development of local resources and national resources, reflecting the characteristics of the curriculum. Taking the cultural resources of the Bai nationality in Dali as an example, this paper analyzes the value and principle of integrating them into the kindergarten curriculum in Dali Prefecture and creating the kindergarten based curriculum, and puts forward the strategy of using the cultural resources of ethnic minorities in various forms to develop the kindergarten based curriculum.

## Keywords

National culture, Kindergarten based courses, Curriculum development

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The Guidelines for Kindergarten Education (Trial) (hereinafter referred to as the Guidelines) mentioned that "we should make full use of the natural environment and community education resources to expand the space for children's life and learning". Therefore, the kindergarten should actively use all resources to develop the kindergarten based curriculum, so as to form its own characteristics. Dali Bai nationality culture has a long history and has a long cultural tradition and historical heritage. The majority of preschool teachers should be sensitive to local resources. By integrating various cultural resources, they should develop kindergarten courses with local characteristics that are consistent with the development of children in the region.

## 1. The Value of Bai Nationality Culture in Kindergarten Curriculum

(1) It is conducive to promoting the integration of ethnic diversity

"We talk about the pattern of pluralism and integration of the Chinese nation. Integration includes pluralism, and pluralism forms an integration. Integration cannot be separated from pluralism, and pluralism cannot be separated from integration. Integration is the main line and direction, and pluralism is the element and driving force. The two are dialectical unity. The relationship between the Chinese nation and all ethnic groups, figuratively speaking, is the relationship between a large family and its members. The relationship between ethnic groups is the relationship between different members of a large family." (Wang Dongdeng, 2021). One of the important characteristics of Bai culture is inclusiveness, that is, tolerance and tolerance of other ethnic cultures (Zhao Jinyuan, Rao Qingcu, & Fan Li, 2009). Although the minority nationalities in the prefecture are mainly Bai, there are still Yi, Dai, Zhuang and other nationalities. Imposing this inclusive culture on children from an early age is of great significance for enhancing national unity and promoting unity in ethnic regions.

(2) It is conducive to the improvement of teachers' professional ability

The Report on the Development of Preschool Education in Western China pointed out that the level of professionalism of teachers in western China is not high enough, and the professional system training they receive is not enough. The level of kindergarten teachers in western China lags far behind that in central and eastern China (Lu Xianmin, 2021). Compared with the eastern coastal areas, the economic and educational development level of the western region is backward, which makes it difficult to attract excellent preschool teachers, while the local teachers are limited by conditions and difficult to accept systematic and high-level training. Therefore, teachers' self promotion through existing resources is an important way to improve teachers' professional level. The construction of kindergarten based curriculum is a complex process. The process of kindergarten based curriculum construction is the process of teachers' professional practice and the process of teachers' improving their professional knowledge and ability (Yu Yongping, 2021). In the process of kindergarten based curriculum development, teachers need to conduct in-depth exploration of local national material and spiritual culture, not only to be able to screen out resources suitable for kindergarten development and utilization, but also to have a more in-depth understanding of local children, especially the children of our school and our class, to achieve the coupling of resources, curriculum and children, so as to get better development and utilization of kindergarten based curriculum. Therefore, the practice of kindergarten based curriculum development puts forward certain requirements for teachers. Teachers will constantly enrich their professional knowledge in this process, and improve the ability of curriculum development and teaching.

(3) It is conducive to the creation and development of characteristic kindergartens

Dali is rich in ethnic cultural resources, but there is a lack of characteristic kindergartens for young children with ethnic characteristics. There are only a few characteristic kindergartens, and there are no kindergartens with ethnic characteristics. Most of them follow the foreign concept of running kindergartens, and lack of innovation by using local resources. The construction of characteristic kindergartens largely depends on the development and implementation of kindergarten based curriculum, the creation of characteristic environment, and the inheritance of kindergarten based culture. Relying on the rich national cultural resources in Dali, kindergartens can classify them and integrate them into the "five fields" to create kindergarten based courses with local national characteristics; The use of local ethnic resources to create the kindergarten environment is not only of great significance to improve the environmental innovation quality of the kindergarten, but also conducive to the creation of hidden curriculum, which can imperceptibly promote the development of children in many aspects.

(4) It is conducive to inheriting the excellent national culture of the Bai nationality

Culture is the core and symbol of a nation's existence. The Bai nationality has a long history without its profound cultural connotation. Garden based curriculum is an important means of inheriting national culture. Early childhood education can often affect children's life, which plays an important role in laying down their life values and enhancing their sense of national identity. By integrating Bai culture into it, we will create a kindergarten based curriculum with Bai cultural characteristics, which can systematically transfer cultural knowledge to children and inherit excellent Bai culture.

## 2. Constructing the Principles of Garden based Curriculum in Dali

The development of kindergarten based curriculum must follow certain principles. Reasonable principles provide guidance for curriculum development and avoid blindness.

(1) Principle of national characteristics

As a resource for the development of kindergarten based curriculum, Bai culture not only shows the local characteristics of Bai culture, but also shows its nationality. National characteristics are the innovation of curriculum development. Through the construction of the national kindergarten based curriculum, it can not only cultivate children's mutual integration ability in multi-ethnic and multi-cultural coexistence, but also cultivate children's practical ability and innovation spirit in ethnic areas.

(2) Regional principle

Dali belongs to the minority nationality area, but almost all the schools use Chinese teaching in the process of teaching. There is little mention of ethnic content, and the Han culture is the main teaching content. The culture of Dali is mainly Bai culture, and the development of resources with Bai culture can just reflect the local ethnic characteristics. Therefore, in the course of curriculum development, we should start from the local national culture, understand the local characteristics, and inherit the Dali national culture.

(3) Principle of living

National culture is rooted in people, comes from life and serves people's life, so national culture has a strong life characteristic. In the process of using national culture to develop garden based curriculum, there should be two aspects of understanding, one is the life of culture itself, the other is the life of curriculum development and implementation.

Tao Xingzhi, a famous Chinese educator, put forward that life is education, and every day life is a course. The characteristics of children's physical and mental development decide that they mainly gain experience in the interaction with the environment. Therefore, the development of kindergarten curriculum must implement the principle of life, endow the curriculum content with children's life experience, close to children's experience, and run through children's life. Experience is the basis of children's learning. Based on experience, children constantly build their own knowledge system in the process of interaction with the external environment. Therefore, in the process of using Bai resources for development, they should emphasize the life. When choosing resources for curriculum development, we should try our best to choose the common content of children.

#### (4) Principle of representativeness

Dali is rich in ethnic cultural resources, involving food, clothing, housing and transportation. The most representative and common content must be selected, so that children can learn the main cultural content and cultural characteristics of their own nation in a short time, improve the practical significance of the curriculum, and enable children to better learn the local national culture.

### 3. The Construction Strategy of the Park based Curriculum of Bai Nationality Culture in Dali

The kindergarten based curriculum is a kind of generative curriculum developed under the realistic conditions of kindergartens, and the developers of the kindergarten based curriculum have full decision-making power. Developers should make full use of existing resources to create a variety of types and forms of curriculum, ensure the real play of curriculum effects, and promote the development of children in many ways.

#### (1) Develop activity courses through thematic activities

Thematic activities are teaching activities organized around a central theme. Themed teaching activities can break the boundaries between disciplines. Knowledge will be presented to children in a meaningful and connected way, which is more in line with the characteristics of children's cognition and is also the main teaching form in kindergartens. The Outline divides the teaching content of the kindergarten into five areas. In the theme activities, excellent Bai culture can be classified and integrated into the five areas of kindergarten. In the field of health, we can mainly use relevant resources to carry out various sports activities, such as fighting and encouraging unique to the Bai nationality, playing with white cranes, jumping flower pots, etc. In addition to using the existing sports game rules to carry out kindergarten activities, we can also use relevant materials to integrate into the existing sports activities in the kindergarten, so that children can have a sense of novelty. In the language field, there are many legends and nursery rhymes in the Bai culture, such as: The Legend of Wind, Flower, Snow and Moon, The Legend of Jizu Mountain, The Legend of Lujiao Village in Dali, The Legend of Bird Hanging Mountain, etc; The nursery rhymes include: "Luban Shipbuilding", "The Origin of Saw", "Male Tenon, Female Tenon", "Three Feet of Wooden Horse", etc. Integrate ethnic elements into language activities and develop characteristic language courses based on relevant cultures. Through these courses, children can learn about Bai's customs, culture and historical traditions while exercising their language expression ability and ability to create words and sentences. In the middle of the social field, Bai's unique folk festivals can be integrated into various theme activities, such as: around the Three Spirits, Torch Festival, Butterfly Festival, etc. The integration of folk festivals into the theme activities can not only increase the fun and characteristics of the activities, but also improve children's understanding of their own national culture and develop their prosocial behavior. In the field of art, tie dyeing of the Bai nationality has its own characteristics and has a long history of arts and crafts. With hundreds of tie dyeing patterns, it is an important curriculum resource for kindergarten art activities. Teachers can provide tie dye tools for children to try and give play to their imagination and creativity. You can also learn to sing Bai songs, such as "Beside the Butterfly Spring", "Crab Song" and "Adayin".

#### (2) Developing Hidden Curriculum through Environmental Creation

Hidden curriculum is a kind of curriculum presented in an indirect and implicit way. It is the unexpected or unplanned knowledge, values and norms that students learn in the learning environment (Yu Yongping, 2021). In addition to being taught by teachers and parents, the national charm and emotion are internalized through the influence and infection of the environment. Reggio's scholars once proposed that environment is the third teacher. Montessori, a famous Italian educator in the 20th century, also proposed that a prepared environment should be created for children. The creation of kindergarten environment is a process in which teachers and children participate together. It is a multi-level and diversified practice process. To a certain extent, it is also an important part of kindergarten curriculum construction (Zhang Hua, 2000). Therefore, when developing kindergarten based curriculum, kindergartens should pay attention to the imperceptible influence of environment on children, and attach importance to the creation of environment, especially the creation of material environment, so that children can experience the national cultural connotation imperceptibly from many aspects. The physical environment in kindergarten mainly includes indoor environment and outdoor envi-

ronment.

In the creation of indoor environment, teachers can paste natural scenery pictures with Dali characteristics, such as Erhai Lake, Cangshan Mountain and Dali Ancient City, on the wall. You can also decorate the activity room with exquisite handicrafts such as Bai embroidery, white wax dyeing, Jianchuan wood carving, etc. In the corridor, teachers can hang decorations with Bai characteristics.

In the outdoor environment, teachers can paste the special texture patterns of Bai nationality buildings on the walls, or use specially carved boards for decoration. Bai culture exhibition area can also be established to show Bai folk stories, legends and myths to children in the form of picture books.

### (3) Design core courses through social life experience

The core curriculum is a design with social problems or life fields as the core of the organization, and it is a common knowledge or general education required by all students. Its difference from other courses such as activity courses lies in whether it is in the center of the course. Only the courses in the center can be called core courses (Wu Guozhen, 2016). Finland's National Core Curriculum of Preschool Education divides the core curriculum of kindergartens into seven fields: language and interaction, mathematics, morality and religion, environment and nature research, health, body and sports development, art and culture, which has certain reference significance for the core curriculum of preschool education in China. For preschool children in China, survival and ecological environment protection are the core contents that children must master. Survival education is to enable students to survive in independent circumstances and in different environments. "Survival" must keep up with the pace of modern life, but traditional culture still needs to be inherited and passed on, and children's understanding of local humanistic culture is also necessary for "survival" education. Integrate the cultural resources of the region into these fields, and create the core curriculum of kindergarten with local characteristics. The survival curriculum can be developed by taking advantage of various cultural festivals in Dali. For example, "Smashing Day" and "Water Splashing Day" create games through festivals. Through such activities, children's hand eye coordination ability, physical strength and physique can be developed, but also conducive to their social and emotional development. These aspects are essential for the development of children's survival ability. In terms of protecting the ecological environment, we can carry out environmental protection courses based on the local natural environment, such as Cangshan Mountain and Erhai Lake. We can lead children to visit outdoors, let them know about the local ecological environment resources, and carry out garbage sorting activities.

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