

Localization Research on Preschool Art Education Curriculum: A Case Study of Chaozhou Nursery Rhymes

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Abstract:

As an important cultural and educational resource, nursery rhymes have significant value in developing and transforming into kindergarten curriculum resources. They can not only improve the shortage of kindergarten curriculum resources but also play an important role in inheriting traditional excellent culture, cultivating children's cultural identity and cultural confidence while promoting the implementation of the five-development concept. Chaozhou nursery rhymes have profound cultural connotations and important artistic education values in preschool education. By exploring resources and developing courses, improving and innovating the music, Chaozhou nursery rhymes can be used in local cultural education in kindergartens. Focusing on children, creating a good local cultural environment, and utilizing the home-school cooperation mechanism can effectively promote the comprehensive development of children by making use of local resources.

Keywords:

Chaozhou Nursery Rhymes, Preschool Art Education, Curriculum Localization

1. Introduction

Regional traditional culture is an important natural education resource. By using it reasonably in kindergarten art education courses, not only can ethnic traditional culture be effectively inherited and cultural vitality be stimulated, but also the curriculum resources of kindergartens can be enriched. It can cultivate children's hometown feelings and artistic and cultural literacy from an early age, and therefore has important practical educational value. Chaozhou nursery rhymes have been an important part of Lingnan culture since ancient times, widely spread in the Chaozhou area, and have distinctive Chaozhou cultural characteristics after generations of inheritance. Chaozhou nursery rhymes carry the regional history of the Chaozhou area, witness the festivals and customs of Chaozhou, and contain rich artistic education elements, including music knowledge, folk art, folk culture, and so on. The transformation and development of Chaozhou nursery rhyme education elements promote the localization of kindergarten curricula, enrich educational curriculum

resources, and increase the nutrients of children's art courses. At the same time, it is also an effective way to fully tap and utilize traditional cultural resources and better inherit Chaozhou nursery rhymes.

2. The Artistic Educational Value of Chaozhou Nursery Rhymes

The “Guidelines for the Learning and Development of 3-6 Year-Old Children” states that preschool art education provides a favorable environment that can guide children to appreciate beauty, discover beauty, create beauty, and express emotions, thereby enhancing children's rich imagination and creativity. Against the backdrop of vigorously promoting the development of five aspects of education, the “Guiding Outline for Kindergarten Education” proposes that preschool education should reasonably develop social resources to help children personally experience China's rich and diverse culture, appropriately let children understand various excellent ethnic traditional cultures, and help them perceive the world culture with richness and diversity. [1] Chaozhou nursery rhymes have a unique enlightenment function, which can cultivate children's ability to solve practical problems, tap into their individual potential, and are a specific form of cultivating comprehensive art education talents.

2.1. The Cultural Value of Chaozhou Nursery Rhymes

Chaozhou nursery rhymes are an important part of Lingnan's excellent traditional culture and are a reflection of the diversity and richness of Lingnan culture. Developing Chaozhou nursery rhymes as a curriculum resource in kindergartens not only enables the inheritance of this important artistic treasure, but also allows children to establish hometown feelings and an understanding of hometown culture from an early age. However, with the rise of modern culture and the impact of Western culture, the attention to traditional Chinese culture has sharply declined, and Chaozhou nursery rhymes have begun to decline, reflecting the state of Chaozhou culture. After this phenomenon caught the attention of relevant scholars and teachers, it has been improved through the use of modern self-media such as Douyin and Kuaishou short videos. With Chaozhou students going out to study and work from generation to generation, Chaozhou dialect is gradually facing the risk of being lost. Some Chaozhou singers use popular music as a carrier, using elements of nursery rhymes to create a series of catchy pop songs, children's songs, and choruses, which have once again sparked a wave of enthusiasm for Chaozhou nursery rhymes. In terms of education, inheriting Chaozhou nursery rhymes from children is a two-way journey between traditional culture and curriculum resources, mutually beneficial.

Chaozhou nursery rhymes are the “living fossils” of Chaozhou culture, witnessing and recording the lives of Chaozhou people. Every nursery rhyme reflects Chaozhou culture. From the nursery rhyme “A Cloud on the Peak” (1), we can interpret Chaozhou people's ocean culture of relying on the sea for food, and “fish and shrimp in a big basket” showcases the abundant resources in the Chaozhou region. “Good fish goes to Ke soup, fresh shrimp goes to fried garlic” highlights the Chaozhou people's quality of making the best use of everything and being good at managing their lives, showing their life art. “Eating good Chaozhou cuisine” expresses their praise for their own dishes without reservation, which is a reflection of their cultural identity and pride in their hometown. Leading children to sing this nursery rhyme can cultivate their emotions towards their hometown and establish their firm identity as Chaozhou people.

Chaozhou nursery rhymes are also carriers of the Chaozhou dialect. Most Chaozhou nursery rhymes use authentic Chaozhou colloquialisms and slang. For example, in the classic Chaozhou nursery rhyme “A Star on the Peak” (2), many Chaozhou dialect words such as “Ah-nu”, “fried dough twists”, “sweet potatoes”, “wine”, etc. are used. The rhyme is harmonious, the picture is strong, and it is catchy.

2.2. The Educational Value of Chaozhou Nursery Rhymes

Chaozhou nursery rhymes incorporate cultural and artistic resources from various fields such as music, language, and drama, making them valuable in terms of education. Integrating Chaozhou nursery rhymes into kindergarten curriculum not only facilitates the teaching of the mother tongue but also stimulates children's musical perception. Children have an innate musical ability and a sense of aesthetic appreciation, making them highly sensitive to music with strong melodies and rhythms. The process of singing Chaozhou nursery rhymes repeatedly using the Chaozhou dialect also contributes to the beneficial inheritance of the dialect. Chaozhou nursery rhymes serve as excellent resources for children's language development. In Feng Lijun's “A Study on Chaozhou Dialect Nursery Rhymes and Children's Language Acquisition”, it is mentioned that Chaozhou nursery rhymes play a vital role in children's language development, including phonetic development, vocabulary development, and the construction of language sensitivity [2]. For example, the beginning of the Chaozhou nursery rhyme “Ne Ne Ne, Call the Cat to the Market” (3) uses onomatopoeia to attract children's attention. The use of onomatopoeia also promotes children's language development. Rooted in the unique cultural background of Chaozhou, nursery rhymes establish an inseparable relationship with other Chaozhou cultural elements. The nursery rhyme “A Cluster of Oranges at the Door” (4) is related to the Chaozhou opera “Chen San Wu Niang,” which can cultivate children's appreciation for traditional opera arts.

2.3. The Resource Value of Chaozhou Nursery Rhymes

Chaozhou nursery rhymes can effectively enrich the curriculum system of kindergartens and cultivate comprehensive talents. Li Hongju's “2020 Annual Report on Chinese Art Education - Preschool Section” points out that the art education segment of preschool education is relatively weak and urgently needs to improve the quality of curriculum teaching, perfect education resource allocation, and strengthen the construction of the teacher team. [3]

The shortage of preschool art education resources is particularly evident in rural areas. Chaozhou nursery rhymes have proven their practicality for preschool art education with their rich connotations and educational significance. The development of Chaozhou nursery rhymes as a comprehensive art course in kindergartens can enrich children's awareness of their mother tongue culture, and its diverse artistic expression elements can provide sufficient nutrients for children's aesthetic construction. The construction of preschool children's music aesthetic experience during their early childhood is a multi-interaction behavior between children, creators (performers), and society, resulting in the establishment of a shared experience. [4] In this experience, emotional and imaginative abilities are enriched, such as the portrayal songs and upside-down songs in Chaozhou nursery rhymes. “The Twelve Zodiacs” (5) combines the characteristics of numbers and the twelve zodiac signs. The description of the twelve zodiac signs includes both vivid descriptions and simulations of their living habits and sounds. It is suitable for preschool children to sing and can help

them construct relevant images and illustrations. The upside-down song “There Are Many Strange Things in the World” (6) is full of interest and uses various absurd phenomena such as a mouse dragging a cat, a blind person seeing, and a mute person speaking to stimulate children’s associations and develop their creative thinking. Chaozhou nursery rhymes not only play a role in art education but also in children’s moral education, labor education, and sports activities. The Chaozhou nursery rhyme “Light Up the Lantern” (7) teaches children to be upright individuals. “One Luo Sits and Flies” (8) The last line “One Luo Sits and Flies, Two Luo Walks on Tired Feet... No Luo has ten bundles of firewood, Without earning, there is no money” tells children that without labor, there is no harvest, and only through diligence can one become prosperous. “Light Up the Turtle” (9) is sung by children while playing hide-and-seek, adding fun to children’s games.

Therefore, as a comprehensive and effective educational resource, Chaozhou nursery rhymes have significant importance in enriching the diversity, fun, and multi-dimensionality of kindergarten curriculum. They provide direct assistance in enriching teaching methods and approaches for teachers, while injecting new vitality into kindergarten curriculum reform. They contribute to the cultivation of well-rounded young talents and the promotion of moral education.

3. New Paths for Reforming Kindergarten Curriculum with Chaozhou Nursery Rhymes

General Secretary Xi Jinping emphasized during his visit to Chaozhou in October 2020 to inspect the inheritance of intangible cultural heritage that Chaozhou culture, as an important part of Lingnan traditional culture, is a vital branch of national traditional culture. Therefore, he advocated that the local people should love their city, which means taking good care of and building it well. [5] Therefore, it is crucial for schools to effectively utilize local resources for inheritance. To fully leverage the educational role of Chaozhou nursery rhymes, it is necessary to achieve effective development of local cultural resources through creative transformation and innovative development. This will enhance the cultural identity and sense of belonging among the new generation in Chaozhou and seek new paths for reforming kindergarten curriculum with Chaozhou nursery rhymes.

To ensure the better inheritance and development of Chaozhou nursery rhymes, it is necessary to establish their content value that aligns with the aesthetic taste of the general public. It is crucial to beneficially adapt and create new Chaozhou nursery rhymes that conform to contemporary core literacy, making them align with mainstream values and serving as excellent educational resources in kindergarten curriculum. Among the creations of new Chaozhou nursery rhymes, notable ones are “Shaxi Yili Xing” (10) and “New Chaozhou Specialty Song” (11) “Shaxi Yili Xing” draws inspiration from the classic nursery rhyme “Tianding Yili Xing”, using the familiar phrase “Yili Xing” at the beginning and employing free rhyming with rhymes in the 1st, 2nd, and 4th lines, showcasing the typical creative characteristics of Chaozhou nursery rhymes. It incorporates authentic Chaozhou expressions such as “shuzhai” (study hall) while integrating Chaozhou elements like “Shaxi”, “Sangpu Mountain”, and “Weinan”. This nursery rhyme describes Chaozhou culture and renowned figures, expressing a sense of cultural identity and pride as a Chaozhou resident. “New Chaozhou Specialty Song” lists various local specialties of Chaozhou like treasured possessions, serving as beneficial creations and promotion of Chaozhou culture to the outside world.

Developing Chaozhou nursery rhymes as an important resource for kindergarten curriculum in accordance with mainstream values is an effective way of inheritance. From the perspective of curriculum and teaching theory, developing Chaozhou nursery rhymes can be done in two directions: explicit and implicit curriculum. The explicit curriculum involves directly introducing Chaozhou nursery rhymes into the classroom, incorporating them into the music field teaching plan, and combining them with the teaching of the other four major fields. The implicit curriculum is to indirectly integrate Chaozhou nursery rhymes into the daily education of kindergartens, mainly reflected in the daily activity environment. To effectively utilize Chaozhou nursery rhymes as a local cultural resource, attention should be paid to the following points when developing in these two directions:

a. Focus on the development of children's interests, including the development of their emotions, cognition, skills, and participation in the curriculum. The purpose of developing curriculum resources is to improve teaching quality and promote the overall development of children's core literacy. Therefore, children's interests should be the direction of curriculum development. Digging into children's interests can more effectively utilize resources. For example, in teaching the Chaozhou nursery rhyme "Chaozhou Fengjing Hao Fengliu" (13) teachers need to first understand whether children are interested in the Xiangzi Bridge on the 18th floor, the two oxen, or the "good kicking and jumping" Chaozhou scenery. Teachers can use multimedia to display "images, videos", as well as hand-made teaching aids to stimulate children's interest in the course content, making the curriculum more effective. Chaozhou nursery rhymes are also a comprehensive cultural resource that can be combined with content from different fields. For example, in the nursery rhyme "Dian A Dian Denglong" (14), teachers can start with "lighting lanterns" and organize children to make lanterns and participate in lantern-making activities. In these activities, the connotation of "being an upright person" is conveyed to children, helping them better understand the connotation of Chaozhou's traditional culture and stimulating their interest in Chaozhou nursery rhymes.

b. Create a local cultural environment. The daily environment of kindergartens is of great significance in the classroom teaching scene. By arranging relevant Chaozhou cultural and nursery rhyme materials in kindergarten classrooms, children can be subtly influenced by local culture. Most Chaozhou nursery rhymes originate from life, and their shadows can be found in many life scenes. They are not only a teaching need, but also an effective way of inheriting local culture. For example, the Chaozhou region is located by the sea, and the unique maritime cultural element of "red-headed boats" can be reflected in the children's environment. "Red-headed boats" are a unique symbol of the Chaozhou region, with ancestors' experiences of "going to foreign lands as guest workers", and the spirit of daring to take risks. Many Chaozhou nursery rhymes involve stories about red-headed boats. In the face of the environment of red-headed boats, the nursery rhyme "Yixi Muzhi Yichuanren, Yitiao Yubu Qu Guofan"(12) and "Tian Ding Yi Zhi E" (15) naturally appear, and stories about Chaozhou people going to foreign lands can also be told accordingly. Create a native local cultural environment for children as much as possible.

c. Make use of the home-community collaboration mechanism. In the context of promoting home-community collaboration, kindergarten education should make good use of this mechanism. In the Chaozhou region, the parents and elders of preschool children have basically grown up listening to Chaozhou nursery rhymes, and even have their own different experiences witnessing related history, with a deeper

understanding of Chaozhou nursery rhymes. For example, in the teaching activity of “Yixi Muzhi Yichuanren”, children can learn relevant knowledge from their elders at home. It may be that relatives or ancestors have been “guest workers” before, leaving behind photos and items, which can effectively promote children’s deeper learning of nursery rhymes. Even with the accompaniment of parents, children can visit the cultural hall and museum in the community to view relics and image materials mentioned in Chaozhou traditional nursery rhyme culture. Fully mobilizing the resources of families and communities is an effective supplement to curriculum resources, and effectively promotes the inheritance and development of Chaozhou nursery rhymes.

4. Conclusions

Chinese traditional culture is an important symbol and spiritual core of the Chinese nation. In the inheritance of native culture, activating cultural vitality and integrating it with school education is an effective way to promote sustainable cultural inheritance and development. Chaozhou nursery rhymes are the main cultural resources in the Lingnan region, with significant inheritance value and educational value, serving as carriers of Chaozhou memories. In the context of quality education, many township kindergartens face a shortage of teaching resources in the construction of aesthetic education systems. Using kindergartens as carriers, focusing on children's interests, creating a local cultural environment, utilizing and collaborating with social entities, and innovating new paths for nursery rhyme inheritance are effective methods for inheriting and developing Chaozhou nursery rhymes. Chaozhou local culture, centered around Chaozhou nursery rhymes, possesses the function of original aesthetic education resources. Rational development and utilization of nursery rhyme resources are important ways to address current challenges in aesthetic education and the inheritance of ethnic traditional culture.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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Appendix

(1) A cloud on the peak. “A cloud on the peak, ducks can row a boat; rowing to catch fish and shrimp, fish and shrimp in a big basket; good fish goes to Ke soup, fresh shrimp goes to fried garlic; eating good Chaozhou cuisine, then go to paddle the dragon boat.”

(2) A star on the peak. “A star on the peak, a study room opens underground. The study room door has not been opened, Ah-nu cries for fried dough twists. The fried dough twists are not yet cooked, Ah-nu cries for pork. The pork has not yet been cut,

Ah-nu cries for sweet potatoes. The sweet potatoes have not yet been peeled, Ah-nu cries for two cups of wine from her father. The wine has not been poured, she wants to eat millet. The millet has not been cooked, she wants to eat chicken. The chicken has not been slaughtered, she wants to eat pears. The pears have not yet been picked, Ah-nu cries in vain!”

(3) Ne Ne Ne. “Ne Ne Ne, Call the Cat to the Market. Buy a pig head with only one ear. Lick the way to the house, but there’s no trace left inside.”

(4) A cluster of oranges at the door. “A cluster of oranges at the door, not too tall or short, matches well with clothes. Dressing up nicely makes Xiao Chen San look good. A cluster of bananas at the door, not too tall or short, reaches your waist. Dressing up nicely makes you resemble Wu Niang.”

(5) The Twelve Zodiacs. “The Twelve Zodiacs”: A mouse can get rid of people, two oxen can feed and plow, three tigers live in the mountains and forests, four rabbits look at the moon in space, five dragons can make mountains crumble with a twist, six snakes stretch out two needles, eight sheep eat grass by the mountain, nine monkeys can stretch their waist carefully, ten roosters crow at five in the morning, eleven dogs can guard the door, twelve sows cluck in the pen.

(6) There Are Many Strange Things in the World. “There Are Many Strange Things in the World”: There are many strange things in the world. A mouse drags a cat up a bamboo pole. A chick steps backward and steps on a goose. A scholar goes up the mountain to capture a sea horse. A Taoist touches a snail on the roof of his house. A nun carries a baby to see it. A monk fights and pulls hair. “Qing Ye” can be seen eating. The old mute has nothing to eat.

(7) Light Up the Lantern. “Light Up the Lantern”: Light up the lantern, a bright red dot, the red lantern shines in all directions. Lighting lanterns in the villages and towns, the lanterns illuminate those who follow proper etiquette, teaching children to be upright individuals.

(8) One Luo Sits and Flies. “One Luo Sits and Flies”: One Luo sits and flies, Two Luo walks on tired feet, Three Luo cooks with rice, Four Luo cooks without rice, Five Luo owns five fields, Six Luo has a hundred kind hearts, Seven Luo brings seven benefits, Eight Luo begs for food, Nine Luo lives in peace, Ten Luo becomes a high-ranking official, No Luo has ten bundles of firewood, Without earning, there is no money.

(9) Light Up the Turtle. “Light Up the Turtle”: Light up the turtle, lock it in the air; The river wife comes to capture people, capturing the new son-in-law, beating the innocent passerby; Gurggle gurggle, captured.

(10) “Shaxi Yili Xing”: Shaxi Yili Xing, shining upon countless homes. Sangpu Mountain is lush, green willows and pines remain evergreen. Shaxi Yili Xing, its radiance warms everyone. Guishan rises as a seat of learning, Mulberry Village opens its study halls. Shaxi Yili Xing, green willows thrive in Nan's home. With benevolent hearts, they leave a mark in history with righteous deeds.

(11) New Chaozhou Specialty Song. “New Chaozhou Specialty Song”: Let me sing a song for my hometown, where there are abundant specialties by the seaside. Floating on the ocean, Chaozhou gongs resound; Jinzhou is famous for its large oysters. Longhu is renowned for its delicious butter candy; Jiangdong's sugarcane grows tall. Dongfeng is known for its red bricks; Changmei specializes in making

large water jars. Yunbu is famous for its wind stoves; Gongjianping lanterns come from Wu. Gaotang is known for its delicious preserved radishes; Anbu is famous for its food products. Anbu excels in cultivating large cabbage buds; Fengxi is known for its exquisite pottery. Phoenix and Wudong produce excellent tea; Huotan boasts a panoramic view from its charcoal kilns. Guihu's olives are of superior quality; Guantang's wooden combs are fragrant and sweet. Longhu's steamed cakes are delicious; Wenci's loquat is loved by all. Zhuanglong is famous for its sweet potato seedlings; Sanrao's rice noodles are delightful. Fenghuang is known for its She goose powder; Jiangdong is abundant in bamboo shoots. Chaozhou's fermented bean curd cakes are delicious; Xuelong is famous for its grinding mortars. Fucheng's water rice cakes are delightful; Jinshi Longge produces paper-cutting art. Jinshi specializes in making fine furniture; Floating Ocean excels in weaving pearl garments. Cai Tang develops stainless steel; Ancient Lane produces excellent sanitary ware. Chaozhou embroidery is renowned; Chaozhou wedding dresses are known worldwide. Chaozhou's eight scenic spots are forever beautiful; Chaozhou music is pleasant to hear. Chaozhou cuisine is renowned as gourmet food; Chaozhou porcelain has a good reputation. Chaozhou wood carving is exquisite; Chaozhou gongs and drums resonate in Beijing. The people of Chaozhou are spirited; Chaozhou's various industries are promising. With good leadership from the Party, tomorrow we will reach new heights!

(12) "One creek juice, one boatman, one bath towel went to foreign lands. Money is sent, people return, don't forget your parents and your shared room."

(13) "Chaozhou Fengjing Hao Fengliu": Chaozhou's scenery is beautiful and elegant, with eighteen boats and twenty-four continents, twenty-four towers and twenty-four styles, and two oxen and one slipper. Chaozhou's scenery is good for kicking and jumping, with eighteen boats and twenty-four flowers, twenty-four towers and twenty-four styles, and two oxen and one none.

(14) "Dian A Dian Denglong": Light up the lanterns, a little red, red lanterns shining in all directions. Light up lanterns in villages and towns, lanterns shining on courteous people, doing things with integrity.

(15) Tian Ding Yi Zhi E. "Two geese on the roof, younger brother has land, older brother has none. Younger brother gives birth and calls elder brother uncle, elder brother listens helplessly. Fold clothes and pants over the eaves."

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