

A Preliminary Study on the Practice of Multi-dimensional Integration of “QingBuliang” into Kindergarten Teaching

Sijing Wang^{1*}, Songyan Shi¹, Conghui Su¹

¹ Qingdao Hengxing Science and Technology College, Qingdao, China

Email Address

19862110329@163.com (Sijing Wang)

*Correspondence: 19862110329@163.com

Received: 12 October 2024; **Accepted:** 4 November 2024; **Published:** 22 November 2024

Abstract:

The purpose of this paper is to discuss how to integrate Hainan QingBuliang, a food with rich cultural connotations and local characteristics, more deeply into kindergarten teaching. Comprehensively create a learning environment for young children to cultivate the fertile soil of QingBuliang education; carry out teaching activities in multiple forms to experience the cultural connotation of QingBuliang; integrate the kindergarten curriculum in multiple fields to deeply integrate the daily life of young children; and cooperate with multiple parties to gather educational synergy to fully explore the cultural resources of QingBuliang.

Keywords:

Qingbuliang, Kindergarten Teaching, Practice Exploration

1. Introduction

Local culture is the culture with which young children have the most contact, and it has a distinctive local colour and contains rich educational resources [1]. The Outline clearly states that “all types of kindergartens in urban and rural areas should implement quality education from a practical point of view, adapting to local conditions”. [1] The Guide also suggests that teachers should “work together with young children to collect unique products from their hometowns, so as to inspire a sense of pride and love in young children.” [2] As a symbol of local culture with unique regional characteristics in Hainan, QingBuliang’s production process, consumption practices and the health concepts behind it are all local culture that kindergartens should deeply explore, pass on, promote and develop. By popularising and promoting QingBuliang culture in the kindergarten, it will help young children better understand the local cultural characteristics of their hometown and improve their comprehensive learning literacy. At the same time, it will also enable young children to feel the charm of their hometown culture and stimulate their feelings of love for their hometown and motherland, laying a solid foundation for their future growth, development and success [3].

2. Creating a Comprehensive Learning Environment and Nurturing Fertile Soil for Seishin Ryori Education

The kindergarten environment is an important educational resource for the learning and growth of young children. Following the spirit of the Guidelines for the Learning and Development of Children Aged 3-6, and focusing on the development of young children, we permeate the environment with QingBuliang elements and give full play to the hidden educational functions of the environment. This mainly includes the creation of two parts: the public environment of the garden and the classroom activity environment.

2.1. Creation of a public environment in the garden

Theme wall: Set up wall decorations in the public areas of the garden with the theme of QingBuliang, and introduce the origin of QingBuliang, production materials, nutritional value and related cultural stories through pictures and words, so that children can learn about the cultural connotation of QingBuliang in a subtle way.

Interactive area: Set up an interactive area for QingBuliang, where props and models related to QingBuliang, such as coconuts, green beans, red beans and other ingredients, are placed so that children can understand the composition and characteristics of QingBuliang more intuitively by touching and observing them.

Book corner: Add some picture books and picture books related to QingBuliang to the book corner, such as books depicting the production process of QingBuliang and the local characteristics of Hainan, so that children can feel the charm of QingBuliang in reading.

2.2. Creation of an environment for classroom activities

Classroom decoration: In the early childhood classroom, the theme of QingBuliang is used for decoration, such as hanging pictures and paintings related to QingBuliang and placing some crafts made of QingBuliang materials to create a strong cultural atmosphere.

Activity corner: Set up a cooler-making area in the classroom activity corner, provide the materials and tools needed for making coolers, and let children make coolers with their own hands under the guidance of the teacher, experiencing the fun and sense of achievement of making coolers.

Theme-based curriculum: A series of theme-based curriculum activities, such as storytelling sessions, tasting sessions and production competitions, are designed in conjunction with the culture of QingBuliang, so that children can gain an in-depth understanding of the cultural connotations of QingBuliang and its production process through participation.

Through the above measures, we aim to create a kindergarten environment full of the cultural atmosphere of QingBuliang for the children, so that they can experience the charm of QingBuliang in their personal experience and interaction, and inspire their love and pride for Hainan's local culture.

3. Multi-form Teaching Activities to Experience the Cultural Connotation of QingBuliang

Various forms of teaching activities can enable young children to feel the cultural connotation and charm of QingBuliang through personal experience and interaction, and stimulate their love and pride for their hometown culture. At the same time, multi-form teaching activities also help to cultivate children's observation ability, hands-on ability and innovative thinking, laying a solid foundation for their all-round development.

3.1. “Taste” QingBuliang

Organise a tasting of authentic Hainan QingBuliang for children so that they can experience the delicious taste and unique texture of QingBuliang. During the tasting process, teachers can introduce the ingredients and nutritional value of QingBuliang to children, so that they can enjoy the food and learn about the cultural background of QingBuliang at the same time.

3.2. “Speak” QingBuliang

By telling the historical stories and legends of QingBuliang, such as the origin of QingBuliang, its popularity and development in Hainan, the children's interest and curiosity in QingBuliang will be aroused. At the same time, teachers can lead children to discuss the connection between QingBuliang and Hainanese culture, so as to cultivate children's sense of identity and pride in their hometown culture.

3.3. “Drawing” Qingzhengliang

Make use of the art classroom to guide children to draw their own vision of QingBuliang. Teachers can first show children pictures or objects of QingBuLang and let them observe their appearance and colours, and then encourage them to use their imagination to create unique paintings of QingBuliang. Through painting activities, children can feel the artistic beauty of QingBuLiang and develop their creativity and aesthetic ability.

3.4. “Doing” QingBuliang

Organise the children to make thai coolers with their own hands, so that they can understand the process of making thai coolers and the ingredients required. Teachers can first introduce the basic recipe and production steps of QingBuliang to children, and then guide them to do it themselves. During the process, teachers can encourage children to try out different ingredients and flavours, so as to develop their hands-on skills and creative thinking.

3.5. “Singing” Qingzhengliang

Compose or select QingBuliang songs suitable for young children, such as “Song of QingBuliang” and “Happy QingBuliang”, for them to learn and sing. Through the learning of songs, children can feel the charm of QingBuliang in the cheerful melody and deepen their understanding and memory of QingBuliang culture. At the same time, teachers can also encourage children to create their own songs or poems related to QingBuliang, so as to cultivate their artistic expression and creativity.

4. Multi-disciplinary Integration into Kindergarten Curricula and Deeper Integration into the Daily Lives of Young Children

Through the multi-dimensional integration of QingBuliang into the kindergarten curriculum, young children can experience the cultural connotation and charm of QingBuliang through hands-on experience and interaction, and cultivate their love and pride for their hometown culture. At the same time, such a teaching method also helps to cultivate young children's observation ability, hands-on ability and innovative thinking, laying a solid foundation for their all-round development [2].

4.1. Integration of QingBuliang into the health sector

Incorporate QingBuliang culture into kindergarten physical activities and daily meals. Teachers can design outdoor games with the theme of QingBuliang, such as "QingBuliang Relay Race", so that children can learn about the raw materials and the production process of QingBuliang during the games. At the same time, QingBuliang is added to kindergarten recipes, so that children can learn about the nutritional value and hometown characteristics of QingBuliang while savouring the food.

4.2. Integration of QingBuliang into the language domain

Stories and legends about QingBuliang, such as the origin of QingBuliang and its efficacy, are told to stimulate children's interest in QingBuliang. Teachers can use the classroom All-in-One PC to play videos related to QingBuliang, guide children to discuss the taste, ingredients and production methods of QingBuliang, and encourage children to share their knowledge and feelings about QingBuliang in their own words. Through narrations and discussions, children can develop their language expression skills and their sense of identification with their hometown culture.

4.3. Integration of QingBuliang into the social sphere

Through role-playing games, children can take on the roles of traders making QingBuliang and tourists tasting QingBuliang, so as to experience different social roles and ways of interacting with each other. Teachers can set up outdoor or indoor cooler stalls, provide cooler-making materials and tools for children to make coolers and invite other children or teachers to taste them. In the process of role-playing, children are guided to learn the social skills of respecting others, helping each other and treating others politely, as well as knowing how to share and be grateful.

4.4. Integration of QingBuliang into the field of science

Integrate the learning of science in the process of learning about QingBuliang. Through observing the ingredients of QingBuliang, we will learn about the growth characteristics and nutritional value of plants; in the process of making QingBuliang, we will recognise simple mathematical concepts and quantitative relationships, such as classification, counting and comparison; and in the process of tasting QingBuliang, we will feel the texture and flavour of different ingredients to cultivate young children's powers of observation and taste experience.

4.5. Integration of QingBuliang into the field of art

Through painting and handicraft activities, children can experience the artistic beauty of QingBuliang. Teachers can guide children to draw the raw materials, production tools or stall scenes of QingBuliang, and use waste materials to make

models or props of QingBuliang. At the same time, teachers can organise children to make and perform QingBuliang, so that children can feel the cultural charm and artistic value of QingBuliang through hands-on practice. During the activities, teachers can encourage children to use their imagination and creativity to create their own QingBuliang works and share them with their peers and parents.

5. Multi-party Co-operation to Build Up Educational Synergy and Fully Explore the Cultural Resources of QingBuliang

5.1. Teaching resources for QingBuliang experts

Experts in the production of Hainan QingBuliang were invited to kindergartens to show teachers and children the production process of QingBuliang, explaining in detail the raw materials, production methods and taste characteristics of QingBuliang. On-site teaching by experts not only improves teachers' skills in making QingBuliang, but also stimulates children's interest in QingBuliang. Guiding children to learn how to make QingBuliang through practical activities allows children to understand the nutritional value of QingBuliang and the characteristics of Hainan, and builds a practical platform for kindergarten QingBuliang teaching. At the same time, children can be guided to make use of the elements of QingBuliang to carry out handicrafts, such as making QingBuliang-themed paintings, handicrafts, etc., and create a kindergarten outdoor QingBuliang-themed environment together, so that children can intuitively feel the charm of QingBuliang in a strong atmosphere.

5.2. Parents and Community Education Resources

Make use of community resources and parents' resources to invite QingBuliang enthusiasts or professional makers among parents to participate in kindergarten's teaching activities. Kindergartens can invite QingBuliang enthusiasts from parents to come to the kindergarten to teach children about QingBuliang and its production techniques, and to share their experiences and knowledge of making QingBuliang. In addition, a series of activities on the theme of "Hainan QingBuliang culture" can be carried out in the community, such as organising QingBuliang-themed handicrafts, paintings, storytelling and other activities for young children, so that parents can also be involved in the process and experience the charm of QingBuliang culture together.

5.3. Other garden education resources

Among excellent kindergartens, their curriculum development concepts often show obvious commonality [4], and this conceptual resonance lays a solid foundation for the borrowing of educational resources among kindergartens [5]. For example, the Dailaopo Kindergarten in Haikou City, Hainan Province, has achieved excellent results in the Qiong Opera programme. The successful experience of Roughly Slope Kindergarten is certainly of high reference value for other kindergartens. Other kindergartens can learn more about the specific practices, challenges and strategies of Roughly Slope Kindergarten in developing the Qiong Opera programme. They can then learn from these experiences and apply them innovatively to the development of QingBuliang activities, so as to enrich the teaching content, improve the quality of education, and better pass on and promote QingBuliang.

6. Conclusions

The multidimensional integration of “Qingbu Liang” into kindergarten teaching practice not only enriches the curriculum content, but more importantly, it serves as a bridge connecting traditional culture with modern life, allowing children to learn through experience, inherit through learning, and enhance cultural confidence and national identity. At the same time, this practical model also provides new ideas for the innovation of kindergarten curriculum, emphasizing the indispensable role of life education and practical education in the growth of young children.

Conflicts of Interest

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

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Ministry of Education of the People's Republic of China. Guidelines for kindergarten education. Beijing: Beijing Normal University Press, 2001.
- [2] Ministry of Education of the People's Republic of China. Guidelines for the Learning and Development of Children Aged 3-6. Beijing: Capital Normal University Press, 2012.
- [3] Fu, X.L. Research on the status quo and countermeasures of Chinese culture enlightenment education in kindergartens - Taking some kindergartens in Jinan as an example.
- [4] Zhang, H.H. Jinan: Shandong Normal University, 2014. Exploration of the integrated utilization of kindergarten garden-based curriculum resources. Master's thesis in education, Shandong Normal University, 2008.
- [5] Ge, X.Y. Construction and Exploration of Garden-based Curriculum of Native Culture Education. *Research on Preschool Education*, 2011, 09, 69-71.



© 2024 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)