
Practical Exploration of Kindergarten-Based Curriculum Construction and Resource Utilization

Jiang Yanfeng

Chengdu No. 26 Kindergarten, Chengdu, China

Email address:

2542661434@qq.com

To cite this article:

Jiang Yanfeng. Practical Exploration of Kindergarten-Based Curriculum Construction and Resource Utilization. *International Journal of Elementary Education*. Vol. 11, No. 4, 2022, pp. 117-120. doi: 10.11648/j.ijeedu.20221104.15

Received: November 15, 2022; **Accepted:** November 29, 2022; **Published:** December 8, 2022

Abstract: The development of kindergarten-based curriculum is of great value to the long-term development of kindergartens. Teachers can clearly grasp the connotation and characteristics of kindergarten-based curriculum and the conditions required for the development of kindergarten-based curriculum, which can make the process of kindergarten-based curriculum development more smooth. At present, the current situation of kindergarten-based curriculum development mainly has the following problems: lack of integrated thinking, blind curriculum structure; Random patchwork of course content, the linear superposition of block knowledge lack of integration; The elitism of curriculum development subjects and the marginalization of first-line basic teachers in curriculum development; The content design and implementation of the curriculum ignore the local cultural resources and background, do not pay attention to the subject status of children, and ignore the comprehensive development of children. Therefore, kindergartens must return to the original intention of kindergarten-based curriculum development, effectively integrate the curriculum, based on kindergarten culture and local culture; Follow the adaptability principle, with the spirit of play as the guide, pay attention to children's interest and learning style; Enhance teachers' curriculum awareness to serve children's life growth and experience structure. In the construction of kindergarten-based curriculum, in order to better meet the development needs of children, our kindergarten fully excavates and scientifically utilizes the local resources around, upholds the child-centered position, takes the empirical curriculum concept as the guidance, constructs the reading curriculum for children's pleasure experience, carries out multi-dimensional and multi-form reading activities, highlights the dominant position of children, and helps children to obtain direct experience. We integrate early reading activities with children's life, so that children can read objects, read pictures, read symbols and read videos. Fully feel the diversity of reading, have a love of reading, happy to read, good at reading.

Keywords: Kindergarten-Based Curriculum, Local Resources, Children's Reading

1. Introduction

In China, the reform and development of kindergarten curriculum is the main trend of the education circle, and the research on kindergarten-based curriculum development has gradually become the focus of attention. However, from the current research results and implementation effects of kindergarten-based curriculum development, many kindergartens and teachers have misunderstandings about kindergarten-based curriculum development [11]. For example, they abandon the surrounding resources and local cultural background of kindergartens and blindly construct the curriculum. It neglects the subject position of children in the curriculum and fails to achieve the educational goal of

children's all-round development and so on.

It has been proved that kindergarten curriculum development should reflect the dominant position of children and kindergartens [3]. To reflect the dominant position of kindergartens, teachers should fully understand and analyze the real environment of kindergartens before the development of kindergarten-based curriculum, which mainly includes various factors that can reflect the actual situation of kindergartens, such as the concept of running kindergartens, the level of teachers and cultural resources. To embody children's subject status, it is necessary to comprehensively analyze children's actual development level, children's interests and habits and so on. This is not only the premise of kindergarten-based curriculum development, but also the

foundation of kindergarten-based curriculum development.

The school of empiricism curriculum theory represented by John Dewey holds that all children's learning comes from experience, which not only means learning through the process of action, but also means developing thinking and acquiring new cognition in the result of action.

In the long-term construction of kindergarten-based curriculum, Chengdu No. 26 Kindergarten fully absorbs the theory of experiential curriculum and upholds the child-centered position. In order to better meet the development needs of children, it focuses on kindergarten, teacher and student feelings and builds a reading course for children's pleasure experience based on the integrated curriculum of NJNU. Construct characteristic courses around "Pleasant" Reading of picture books.

2. The Origin of Reading Course Resources Mining

Through reading picture books, children's reading interest and reading comprehension ability have been improved [5], and their language expression ability has also made great progress. At the same time, we also regret to find that many excellent and classic picture books are mostly imported goods, which are far away from children's lives and difficult to arouse emotional resonance [4]. In this process, we thought about what kind of reading materials children really need, and whether they could have more objects and forms of reading than books.

With this consideration, we combined with the construction of the characteristic courses of the park, the use of the park and the surrounding communities of natural and human resources for beneficial exploration. Our garden is rich in educational resources. We believe that reading should not only refer to reading books and classic books, but also the educational thought of "nature and the big society are living textbooks" advocated by Mr. Chen Heqin, highlighting children's dominant position and direct experience [6]. We insist on starting from children, integrate early reading activities with children's life, and make use of the topic "Research on the Development and Application of Early Reading Resources Supported by New Media", so that children can read objects, pictures, symbols and videos by themselves, Fully feel the diversity of reading, have a love of reading, happy to read, good at reading [7].

"Guide children to naturally develop their interest in words in life situations and reading activities" [8], so that children can form symbol awareness in the real meaning, stimulate children's relevant psychological potential, understand the meaning of words and word symbols, spoken symbols and concepts, and understand the function and effect of the transmission, expression and communication of words [9]. Based on the above thinking, we believe that we can start from the local culture of the hometown around us and choose the early reading resources suitable for children to develop the pleasant reading course.

3. Analyze the Value of Local Resources and Select Suitable Reading Materials

When "picking up classics and inheriting local culture" has become the call of The Times and early reading has become a hot topic, we choose to integrate local resources into early reading of children as a featured course to carry out practical research, aiming to adopt such approaches and strategies as "on-site humanistic experience", "parent-child interaction", "imagination creation" and "building display platform". Let children fall in love with reading, good at imagination, happy to create, confident to express [15]. The kindergarten has been adhering to the "child-oriented, respect for differences, diversified development, lifelong learning" philosophy, committed to early reading education.

Chengdu is a national historical and cultural city with a history of more than 2,600 years, which has given birth to many scenic spots and historic sites such as Dujiangyan, Wuhou Temple, Du Fu Cottage, Jinsha Site, etc. The Chenghua District where we live also has many famous buildings, such as the highest pagoda in the west -- Splendid Tianfu Tower, the "first Zen monastery in the West of Sichuan" -- Zhaojue Temple, the cradle of national treasure -- Panda Base, etc. It provides rich reading materials for children.

In order to let children further understand our "Tianfu culture", our garden began to dig local reading resources, so that children through watching, listening, speaking, reading, writing, acting and other ways, a comprehensive understanding of Chengdu landmark buildings, customs and customs, do authentic Chengdu baby. Prepare for lifelong learning and lay a good foundation for future reading and writing [10].

4. Develop Reading Themed Activities by Integrating Activities in Five Fields

Relying on the 339-meters-high Sichuan Broadcasting and Television Tower, which ranks the highest in the west, the kindergarten took the "Jinxiu Tianfu Tower" as the reading object and designed the theme activity of "339 TV Tower" centering on diversified reading and creative expression.

We focused on the acquisition of core experience in the field of children's language, respectively carried out the 339-meters-high TV tower as the theme of social practice activities, talk activities, pre-literacy, pre-writing activities, telling activities, literary works learning and creative construction and performance activities.

With 339-meters-high TV Tower as the topic, children exchange and share, derived a lot of hot topics: The speed difference between the sightseeing elevator and the direct elevator, why the tinnitus occurs, how to eliminate the tinnitus, how the water gets up, what to do when there is a fire, what the sharp iron needle is used for, and so on, they communicate with each other, listen to each other, discover the problem and discuss the strategy to solve the problem.

Through activities such as questionnaire statistics, result recording, original picture books, creative design, and homemade postcards, children present and represent in the form of language, drawing, figure plus text and other symbols, and extend the original picture books to the class, the whole garden, the community, the street, and the places where people gather such as Chunxi Road and Kuanzhai Alley for a structured, standardized and accurate description. Some of the selected original picture books with complete layout, interesting storyline, and educational content were processed and improved by teachers and then used in group educational activities to bring their literary value into play. These picture books and creative designs produced during the activities can also be put into the corner for children to read freely. Later, we will use new media technologies to design and create electronic reading resources to open up multi-sensory reading channels for children.

4.1. Case 1: "TV Tower, Our Favorite"

After completing the "Let's discover the charm of Chenghua" questionnaire, we initiated a child-led questionnaire counting activity. Some said they could take their questionnaires and line them up in different categories, and the longest line would be the one with the most votes; some said they could vote by a show of hands and count them, and the one with the largest number would be the one with the most votes; some said they could put stickers under different landmarks, so they could see which place was the most popular. Finally, the results of the vote will be presented in the form of charts, circles, numbers, etc.

The children were able to use graphical symbols, numerical symbols, and written symbols creatively to record their statistical processes and results as they summarized and tallied their findings. symbols, and word symbols to record their statistical processes and results. In this process, children understand that different symbols express different meanings, develop symbolic awareness and gain pre-writing experience in real meaning.

4.2. Case 2: "TV Tower, Here I Come"

The Guidelines state that language is a tool for communication and thinking [1], and that early childhood is an important time for language development, especially oral language development. Early reading is an important part of language learning for young children, and writing, as a system of the written symbol system for recording language is an important tool for developing young children's language skills. Therefore, in order to implement the Guidelines for the development of young children's language skills, it is necessary to enhance young children's symbolic awareness and promote the interaction of young children's pictures and texts [2].

We organized a creative parent-child picture book activity—"The Little Secret of the TV Tower". Parents and children together collected materials and created picture books with their imagination. There were stories about the history and science of

the TV tower, scenes of playing with friends, the plots of creating and continuing a story, etc. This kind of process has a very good effect on the development of children's linguistic representation and creative thinking skills. For example, the parent-child original picture book "Me and the Secret of the TV Tower", the words are hidden in the pictures, and the words and pictures are united, and the things, scenes, and stories are expressed in graphic symbols. The picture depicts a touching and imaginative frame. The little oriole, who lives under the TV tower, accidentally loses its way home. Through its perseverance and efforts and the kindness of strangers, it finally finds its way home. In fact, the simple storyline also expresses the children's deep feelings for home. When they see the TV tower, they can find the direction of home. Some children even worked with their parents to complete writing in the picture book. When introducing the time of the TV tower, the parents left the words "339, days, and the start of construction" blank and let the children write them alone, completing the complete text introduction together.

This series of activities provides a platform for children to think and express themselves. They read in multiple forms, angles and dimensions through statistical summary questionnaires, collection of information, pictures, videos and field visits to learn about the architectural form, function and architectural history of the TV Tower from different channels. Based on this, the children's minds were open and creative, they made their own picture books and postcards and told the story in the class, community and various attractions, developing their oral expression skills, imagination and creativity.

5. Relying on the Research and Practice of the Subject, Continue to Build Reading Courses

The exploration of early reading activities based on the use of local resources is still on the way [12]. Along the way, we are pleased to find that taking the familiar and interesting scenes of children as reading objects can well stimulate children's desire for inquiry and make them participate in the activities wholeheartedly. We rely on regional characteristics, exploit local resources, provide a platform for children to speak, see, read and write, let children find information through the library, the Internet and other means, according to field visits, interviews, investigations to obtain first-hand information and record with symbols, and use their own way of statistical investigation results. The children can make books in the form of pictures and texts, share the little secrets of the TV tower, their own stories with the TV tower, and try to create stories. We seize the critical period of oral language development in preschool children and enrich their oral vocabulary through a series of theme exploration activities [13], improve their oral expression and listening comprehension ability, and enable them to acquire pre-reading, pre-literacy and pre-writing experiences.

Choosing the appropriate learning content for children's reading needs is a key issue in kindergarten reading education

in China [14]. We hope to conduct in-depth and systematic research to explore the local resources around children and close to their life experiences, so as to meet their interests and promote their long-term development, as well as to promote the dissemination of local culture in kindergartens, so that children can feel and understand the local humanities in a pleasant reading experience. We will continue to develop localized curriculum and form school-based curriculum materials to stimulate the vitality of the kindergarten curriculum and lead children to a happy life with a more optimal reading curriculum.

6. Conclusion

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

Reviewing and reflecting on the research, exploit and development process of the garden-based curriculum, it is easy to see that the garden-based special curriculum construction of a more rigorous and practice-based research process, and its development subject should be our teachers. At present, our garden is in the initial period of curriculum construction, and we are trying hard to integrate the "delight" reading curriculum into the basic curriculum in a scientific way. We still lack sufficient theoretical expertise and practical experience in building a complete, scientific and systematic "delightful" reading program. We will continue to build on our existing foundation and develop and research more deeply, establish a richer and deeper kindergarten-based "delightful" reading curriculum system from three aspects: children, teachers and parents, and explore more fully educational value of "delightful" reading in all areas of kindergarten. We will also try to construct a curriculum evaluation system, and strive to form a complete set of "delightful" reading curriculum.

References

- [1] Liu, Zhanlan. *Preschool education*. Beijing: Beijing Education Audio and Video Newspaper General Association, 2016. 6. 39-41.
- [2] Li Jimei, Feng Xiaoxia. *Interpretation of the Guidelines for Learning and Development of Children Aged 3-6 Years*. Beijing. People's Education Publishing House. 2013.
- [3] Yang Lianhong. *Science Education to Facilitate the Construction of Garden-based Curriculum*. Nanjing. Jiangsu Phoenix Publishing Media Co. Phoenix Children and Youth Publishing House, 2015.
- [4] Yin Jiajia. *A study on the current situation of preschool children's in-person picture book reading and its influencing factors* [D]. Supervisor: Liu, Liwei. Huazhong Normal University, 2022.
- [5] Zheng Zihan. *A preliminary study on the qualities preschool teachers should have as preschool children's reading promoters* [J]. *Teachers*, 2022 (12): 99-101.
- [6] Hu Honghong. *The cultivation of young children's interest in reading in preschool education* [J]. *New Curriculum*, 2022 (14): 176-177.
- [7] Liu Xiaogu. *The problems and countermeasures of teaching picture book reading in preschool education* [J]. *New Course*, 2022 (14): 48-49.
- [8] Lu Ning. *Strategies for developing young children's early reading skills in preschool education* [J]. *Contemporary Family Education*, 2022 (07): 70-72.
- [9] Wu Xuefeng. *Contextualized research on reading in preschool education* [J]. *Parent*, 2019 (17): 129-130.
- [10] Gao Yiwen. *How to guide preschool children to read picture books* [J]. *Curriculum Education Research*, 2019 (06): 91.
- [11] Shen Yanwen. *Research on early reading ability development of young children based on preschool education stage* [J]. *Examination Weekly*, 2019 (11): 189.
- [12] Xu Yiping. *How to carry out effective picture book reading for preschool children* [J]. *Short story (original version)*, 2018 (26): 124-125.
- [13] Li Xing., Wu Nian Yang. *A study on the developmental characteristics of preschool children's story-based picture book reading comprehension* [J]. *Modern Basic Education Research*, 2017, 28 (04): 168-176.
- [14] Zhao Yunfei. *An analysis of preschool children's picture book reading guidance strategies* [J]. *New Curriculum Research (Next Issue)*, 2017 (10): 107-108.
- [15] Chen Wenjuan. *Analysis of the importance of picture book reading in preschool education* [J]. *Extracurricular Language*, 2016 (23): 129.