

Development and Application of Traditional Cultural Resources in Kindergartens in Jinzhong, Shanxi Province

Lin Cheng

Shanxi Business College, Xiaodian District, Taiyuan, Shanxi, 030036, China

ABSTRACT

This article focuses on the development and application of traditional cultural resources in kindergartens in Jinzhong, Shanxi Province, with the aim of promoting children's understanding and identification with local culture through effective utilization of these resources. Jinzhong region has a long history and profound cultural heritage, with abundant material and intangible cultural resources, providing unique conditions for kindergarten education.

KEYWORDS

Jinzhong region; Kindergarten education; Traditional cultural resources; Development and application

1 Introduction

With the continuous deepening of globalization, cultural inheritance and educational innovation have become key issues in the education sector. Kindergartens are places where children are exposed to preliminary cultural education and have the responsibility of inheriting and promoting excellent local traditional culture. The Jinzhong area of Shanxi Province has a long history, rich cultural heritage, and abundant material and intangible cultural resources, providing unique conditions for kindergarten education. This article mainly studies how to effectively develop and utilize traditional cultural resources, so that young children can better understand and identify with local culture, and provide reference for traditional cultural education in kindergartens.

2 Sorting and evaluation of traditional cultural resources available for development in Jinzhong area

2.1 Material cultural resources

The material cultural heritage of Jinzhong region has rich uniqueness, with the most representative being the Jin Merchant Courtyard architectural complex and the overall layout of Pingyao Ancient City. These architectural entities not only showcase crafts such as brick carving, wood carving, and stone carving, but also embody the traditional residential philosophy of "ritual space" and "harmony between man and nature". Its rigorous and symmetrical courtyard layout, auspicious decorative patterns, and cool cave dwellings have become three-dimensional textbooks for children to intuitively experience the wisdom and aesthetic concepts of traditional architecture. At the same time, Pingyao Tuguang lacquerware, folk fabrics and other craft products have bright colors, unique patterns, and are touchable, making them physical teaching aids for children's artistic enlightenment.

2.2 Intangible cultural resources

The local intangible cultural heritage is rich in form and profound in heritage. From the perspective of performing arts, the magnificent singing style and formulaic movements of Jin opera, the lifelike performance of Qitai Yangge, and the high pitched melody of Zuoquan Huahua all have strong auditory appeal and physical expression. In folk festivals, the lively parade of the Spring Festival social fire and the special noodle making of the Cold Food Festival contain folk wisdom and life charm. In addition, the language of Jinzhong dialect nursery rhymes is vivid and lively, with a strong sense of rhythm. Folk stories such as the legend of Jin merchants' honest management have intricate plots and are informative. The local noodle culture and production techniques are closely related to daily life, and they are all fresh materials for carrying out contextualized and gamified traditional cultural education.

2.3 Evaluation of the value and suitability of resource education

For the unique cultural resources in Jinzhong, early childhood education can fully integrate their particularity for education. Firstly, safety must be ensured by excluding materials with sharp edges, small parts, and flammable and explosive materials. Secondly, highlight the childlike nature by selecting small dough sculptures with bright colors, cute images, and simple plots. Once again, it is about operability, making it easy for young children to directly doodle,

assemble, imitate, role-playing, etc., simplifying complex brick carving patterns into rubbing modules, and simplifying Jin opera movements into interesting rhythms. Finally, in terms of education, it is necessary to deeply explore the diverse values contained in the resources, such as mathematical concepts, virtue education, artistic enlightenment, scientific enlightenment, etc., to ensure that the dual goals of cultural inheritance and early childhood development are consistent.

3 Strategies for transforming traditional cultural resources in kindergartens

3.1 Curriculum based approach

Curriculum has become the main path for resource transformation, incorporating scattered cultural elements into the kindergarten education system, developing a school-based curriculum plan, establishing themes such as Jin merchant spirit, folk art, and folk festivals, and clarifying the training objectives and content sequence for each age group. On this basis, themed teaching activities will be carried out, such as mathematical cognitive activities and classification based on the theme of "Exploring the Jin Merchant Courtyard", or artistic performances based on the theme of "Vibrant Society Fire", to turn macro cultural themes into concrete and implementable teaching activities, ensuring the orderliness and scientificity of cultural education.

3.2 Materialization

Materialization is the process of transforming abstract culture into tangible objects that children can use and interact with, which is the main way to stimulate children's active learning. The key is to create a unique corner of the activity area. For example, building blocks and auxiliary models are placed in the construction area of the "Shanxi Merchants' Courtyard" to guide children to experience the layout and architectural wisdom of the courtyard during the construction process. Black cardboard, gold powder and bright paint are placed in the art area of the "Lacquer Workshop" to encourage children to taste the delicacy of traditional crafts in the hands-on operation of imitating "push light" and "paint gold". Safe colored clay and tools are provided in the role area of the "pasta kitchen" to let children experience the fun of local food culture when shaping "Cat's ears (Steamed cat-ear shaped bread)", "cold swallow" and other shapes.

3.3 Environmental protection

Environmental transformation is to make culture visible and tangible, making kindergarten space a silent carrier of education. In practice, it is necessary to make good use of walls, corridors, corners and other locations for cultural education, such as the "Jinzhong Cultural Corridor", which presents iconic cultural landmarks such as Pingyao ancient city walls and Shanxi merchant ticket numbers through graphics, text and physical objects; The "Folk Solar Terms Corner" is replaced according to seasonal changes. For example, on the winter solstice, a "Nine Nine Elimination of Cold" picture can be hung, and on the Qingming Festival, the story of the Cold Food Festival can be told, accompanied by corresponding items, allowing children to be influenced by culture in their daily lives and connect with their hometown life.

3.4 Digitization

Digitization is the use of modern technology to break through the limitations of time and space, enhance the intuitiveness and fun of cultural experiences. The main approach is to transform static and abstract cultural resources into dynamic and vivid audiovisual products in the form of multimedia. By playing panoramic VR videos of the ancient city and taking young children on virtual tours, they can personally experience the grandeur of the ancient city; Alternatively, watching processed Jin opera animation clips, integrating traditional singing styles with cartoon characters, lowering the threshold for understanding, vividly reproducing story scenes, and effectively arousing children's interest, deepening their perception and memory of local culture.

4 The application practice of traditional cultural resources in kindergartens

4.1 Integration of local customs and culture in Jinzhong

The construction of the resource library firmly grasps the fundamental foundation of Jinzhong's local traditional culture. Through systematic sorting and in-depth exploration, it integrates the business wisdom and integrity spirit contained in Jinzhong's merchant culture, such as the historical weight and architectural aesthetic characteristics of Pingyao Ancient City culture, the cheerful rhythm and folk customs of Qitai Yangge, the unique artistic charm of Zuoquan Xiaohua Opera, and so on. Integrating such characteristic resources is not only a carrier of Jinzhong's rich historical

culture, but also an important window for children to understand their hometown and identify with local culture. Using creative transformation methods, the business philosophy of "integrity-based" of Shanxi Merchants Bank is written into interesting storybooks, allowing children to understand the meaning of integrity while flipping through them; Adapt the simple and lively melodies of Qitai Yangge into memorable and pleasant nursery rhymes, allowing children to appreciate the charm of traditional art through humming. This design allows children to unconsciously be influenced by their hometown culture in a relaxed and pleasant environment, enhancing cultural confidence and a sense of belonging.

4.2 Resources that cater to children's cognitive characteristics

In terms of resource presentation, completely abandoning the previous adult oriented display methods and replacing them with concepts that conform to the age characteristics and cognitive laws of young children. By creatively transforming the elements of ancient architecture in Jinzhong, such as the majestic Pingyao Ancient City Wall and the intricate brick carvings of the Qiao Family Courtyard, into puzzle or building blocks, young children can directly experience the charm and wisdom of traditional architecture through their own hands. In addition, folk Paper Cuttings, dough figurines and other intangible cultural heritage skills have been simplified into handmade material bags that children can make themselves or with their parents, such as "small dough figurine making bags", "Paper Cuttings window decoration suits", so that children can feel the fun and pride of traditional culture in the game of cutting and pinching. This childlike expression can effectively stimulate children's interest and curiosity in traditional culture, and contribute to their cognitive development and creative cultivation.

4.3 Collaborative construction between home and community

Breaking the single limit of kindergarten resource construction, actively constructing a new model of tripartite construction between home, school, and community. The kindergarten proactively contacted inheritors of intangible cultural heritage and folk artists from the community to come into the kindergarten, conduct demonstration teaching on campus, and record high-quality teaching videos; At the same time, parents can also be actively involved in sharing stories about traditional customs at home, such as the implication of pasting window grilles during the Spring Festival in Jinzhong, the method of making moon cakes during the Mid Autumn Festival, and so on. These examples from life not only enrich the content of the resource pool, but also enable children to better understand and identify with traditional culture. Through the tripartite collaborative model of "kindergarten dominance, parent participation, and community assistance", a situation of diversified resource sources has been created, bringing new vitality and momentum to traditional cultural education in kindergartens.

4.4 Practicality and systematicity coexist, serving teaching scenarios

The creation of the resource library has always prioritized serving teaching scenarios, emphasizing both practical value and systematicity. When dividing resource categories, it strictly follows the teaching activity needs of the kindergarten to make detailed distinctions, forming multiple sections such as teaching courseware, activity plans, handmade materials, audio-visual materials, picture books and stories. Each section also contains different themes and age group content. This design allows teachers to quickly find and call upon the resources they want to use during teaching. And in the resource library, there should also be a gradient design. Children of different ages in small, medium, and large classes have different cognitive abilities and interests. The resource library should provide traditional cultural education resources that are suitable for their cognitive development level and interests, so that each child can grow and progress at a level that suits themselves. This practical and systematic resource library creation not only improves teaching efficiency and quality, but also provides strong support for the continuous and in-depth development of traditional cultural education in kindergartens.

5 Conclusion

The development and utilization of traditional cultural resources in kindergartens in Jinzhong, Shanxi Province not only enriches the educational resources of kindergartens and improves the quality of education, but also has significant significance in cultivating children's cultural confidence and sense of cultural belonging. Through transformation strategies such as curriculum based, material based, environmental based, and digital approaches, as well as deep integration of regional culture, childlike presentation of resources, and collaborative construction between home and community, intangible traditional culture can be transformed into concrete content that children can touch, operate, and interact with, allowing them to experience cultural influence in a pleasant atmosphere.

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About the Author

Lin Cheng, female, born in 1994, Han Nationality, from Jinzhong, Shanxi Province, lecturer, major: preschool education, research direction: teacher education.

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