

Investigation Report on the Development of Educational Resources in Kindergartens Regarding Huanggang Native Culture

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ABSTRACT

Native culture, a distinctive indigenous culture that preschool children most contact and are influenced by, is a precious spiritual wealth which contains rich educational value in preschool children's lives. Starting with the Questionnaire for the Development of Educational Resources in Kindergartens, regarding Huanggang native culture based on 5 kindergartens in Huanggang, this research manifests that although kindergarten teachers identify the value of local culture in early childhood education, their usage of it in educational practice is rare. Moreover, we have found that Huanggang's native cultural resources are so rich, complex, and difficult to explore that preschool teachers are incapable of developing and utilizing curriculum of local resources due to their weak integration into early childhood education. This research proposes three corresponding strategies, i.e. strengthening the awareness of kindergarten-based curriculum (KBC) development and enhancing the ability to utilize KBC; forming a professional team of KBC and building a KBC resource platform, and strengthening the concept of activity-oriented courses and broadening the ways to implement KBC to promote the construction of KBC of Huanggang native culture.

Keywords: Huanggang native culture, kindergarten curriculum, kindergarten-based curriculum (KBC)

I. INTRODUCTION

"The Chinese culture is brilliant with a long history, which has accumulated the deepest spiritual pursuits of the Chinese nation and represents the unique spiritual identity of the Chinese nation. It is not only the rich nourishment for the Chinese nation to continue to thrive and develop, but also the fertile cultural ground for socialism with Chinese characteristics. It is the outstanding advantage of contemporary China's development. It plays an important role in the continuation and development of Chinese civilization and the advancement of human civilization." [1]

Huanggang¹, both natural treasure of resources and a place of outstanding people, converges red culture, historical culture, Dongpo culture, celebrity culture, opera culture, Zen culture, medical and health culture, Dabie Mountain ecological culture and other characteristic cultures, because of its unique geographical environment. These cultures are intertwined and blended together to form a unique local cultural form system. The unique form of Huanggang's native culture plays an inestimable role in promoting human education and development.

Theoretically, this research based on the perspective of enriching the content of kindergarten activities in purpose of cultivating children's national identity and their aesthetic appeal strives to make some useful explorations for the basic theory of kindergarten education and improve the theoretical system of the

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¹ Huanggang, a prefecture-level city in Hubei Province, is located in the eastern part of Hubei Province, the southern foot of the Dabie Mountain, and the north bank of the middle reaches of the Yangtze River. It borders Henan Province and Anhui Province; it has jurisdiction over seven counties of Hong'an, Luotian, Yingshan, Tuanfeng, Huangmei, Xishui, and Qichun, two cities of Macheng and Wuxue, one district of Huangzhou and the Longgan Lake county-level management area.

development and utilization of kindergarten education resources.

Practically, this research is conducive to at least three aspects which help to promote kindergarten education with distinctive local characteristics:

- the inheritance and protection of Huanggang culture;
- guiding children to carry forward the local cultural spirit and humanistic spirit of Huanggang;
- providing operational experience for the development and utilization of Huanggang culture in kindergarten education.

II. BASIC OVERVIEW OF HUANGGANG NATIVE CULTURAL RESOURCES

Huanggang is located in the "Wu Head and Chu Tail", which is one of the birthplaces of Edong(the East of Hubei province) culture. The local culture of Huanggang can be roughly divided into Dongpo Red Cliff culture, red culture, celebrity culture, opera culture, Zen culture, Li Shizhen medicine and health culture, folk culture and so on.

Specifically, it includes:

First, Dongpo Red Cliff Culture: there is a singular place called "Red Cliff" because of its reddish color and its steepness resembling a wall in Huangzhou where Su Dongpo, a famous writer in the Northern Song Dynasty, was demoted. During his stay in Huangzhou, he liked making a sightseeing tour, especially the Red Cliff where his imagination was freely aroused and then attained his peak of his literary creation. Therefore, people praised that "only Dongpo is renowned as a layman, whose repute is widely-spread in Huangzhou". The literary works created by Su Dongpo and other celebrities together constitute a unique Dongpo Red Cliff culture that blends traditional culture with mountain and water emotions.

Second, Celebrity Culture: Huanggang has been known as "Huanggang's Jinshi² outstanding Jingchu³" and has nurtured a large number of reputable celebrities who have made remarkable achievements in the fields of politics, military, economy, technology, culture, art, medicine, Buddhism and so on. According to the literature, there are more than 1,600 celebrities in

² Jinshi, is an official capacity/rank of those who have passed ancient imperial examination - the final level of the examination by the central government.

³ Jingchu refers to the ancient domain including the present and surrounding areas of Hubei province, and now refers to Hubei Province.

Huanggang, including 1,134 in ancient times and 466 in modern times.

Third, Red/Revolution Culture: Huanggang is located in the mountainous area of Dabie. During the Anti-Japanese War, the old revolutionary spirit of "one heart following CPC⁴ until final victory with being simple and courageous" was built here. Nowadays, there are many revolutionary sites in Huanggang full of strong red cultural atmosphere.

Fourth, Drama Culture: there exist many types of local traditional dramas popular in Huanggang area. In addition to the national dramas Huangmei Opera and Chu Opera, there are also Dongqiang Huagu Opera, Bedding Opera, Shadow Puppet Opera, Wenqu Opera, Han Opera, Gan Liu Opera, Tea Picking Opera, etc. Both Huangmei Opera and Dongqiang Opera are listed as national intangible cultural heritage protection projects.

Fifth, Zen Culture: Huanggang has a long religious history and profound religious and cultural heritage. Since ancient times, there have been many temples where Buddhist activities have been extremely prosperous, especially the Wuzu Temple and Sizu Temple of Zen Buddhism in Huangmei County of Huanggang.

Sixth, Li Shizhen's Medical and Health Culture: Li Shizhen's representative work "Compendium of Materia Medica" has epoch-making significance. Darwin also benefited from this book and called it "an encyclopedia of ancient China". Its value lies not only in the rich records of pharmacology, but also in its integration of medicine and literature, philosophy, history, astronomy, geography, biology, mining, chemistry, etc., which both contains rich scientific knowledge and possesses strong literary and artistic quality.

Seventh, Folk Culture: it includes folk literature, folk music, folk arts and crafts, and folk customs. For example, folk literature records a large number of folk tales and proverbs including the "Huanggang Folk Tales" and "Huanggang Proverbs" collected and published by the Huanggang Art Museum in the 1990s. Folk music includes Huangmei Opera, Dongqiang Opera, Fanqiang, Paizi Gong, Silk-string Gong and Drum, Dangqiang Gong and Drum, Dojo Music, Buddhist Music, Huanggang Drum, Drum Book, Fishing Drum, Acrobatics, Dao Qing, and Arbor Opera. Folk arts and crafts include Yingshan Winding Flowers, Huangmei Flower Picking, Hong'an Embroidery and Qichun Tube Kiln Pottery, Farmer Painting, Heat Transfer, Paper Cutting, Cloth Pasting, Straw Painting, Fire Burning Painting, Qichun Ancient Residence, Hong'an Wu's shrine, etc. All of these involve farming, language, clothing, food, weddings and funerals

⁴ CPC is the abbreviation of Communist Part of China.

regarding daily production and life folk customs. Celebrating Spring Festival, drinking realgar wine on the Dragon Boat Festival, planting calamus and wormwood, and making pot roasted rice cake and so on are included as well.[2]

III. INVESTIGATION RESULTS

This research analyzes the investigation results of the Questionnaire for the Development of Educational Resources in Kindergartens regarding Huanggang Native Culture. This questionnaire is deliberately for the typical investigation and research of Huanggang City Experimental Kindergarten, Huangzhou District

Kindergarten, Yiai Lake Kindergarten, Macheng Kindergarten, Longgan Lake Kindergarten, Xishui Experimental No. 2 Kindergarten, and Daidaihong Kindergarten. A total of 91 questionnaires were collected, of which 85 were valid, with an effective rate of 93.4%. The questionnaire was designed with 14 questions. The basic results of the investigation are presented as follows:

A. Basic information of the investigated kindergarten teachers

Basic information of the investigated kindergarten teachers is shown in "Table I":

TABLE I. KINDERGARTEN TEACHERS' INFORMATION

Teachers	Conditions	Proportion (%)	Comments
<i>Range of Age</i>	21-40	78.82	Mainly young teachers
<i>Years of Teaching(X)</i>	≤5	58.82	More than a half
	5<X<15	14.12	
	>15	27.06	
<i>Academic Degree</i>	≥Bachelor	58.82	
<i>Class Taught/Managed</i>	Senior	48.24	
<i>Professional Titles</i>	Possessed	57.65	42.35% without titles
<i>Working Agency Type</i>	Public Kindergarten	98.82	
	Private Kindergarten	1.18	

B. The value understanding of Huanggang native cultural resources integrated into kindergarten education

Generally, 92.94% of teachers believe that native cultural resources should be integrated into kindergarten education (Please refer to "Table II"), 80%

believe that they should be widely used ("Table III"), and 52.94% believe that children in their classes like Huanggang native culture very much ("Table IV"). It can be concluded that most kindergarten teachers have realized the importance of local culture in kindergarten education.

TABLE II. THE CONTENT OF LOCAL CULTURE IN KINDERGARTEN EDUCATION SHOULD BE REFLECTED

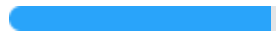


Options	Subtotal	Proportion
More	79	 92.94%
Uncertain	6	 7.06%
Unrelated	0	 0%
Number of Valid Answers	85	

TABLE III. THE EXTENT TO WHICH THE LOCAL CULTURAL RESOURCES OF HUANGGANG ARE USED IN KINDERGARTENS SHOULD BEIN YOUR OPINION

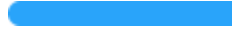


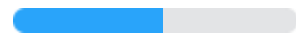

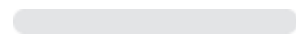
Options	Subtotal	Proportion
Widely	68	 80%
Occasionally	17	 20%
Needlessly	0	 0%
Number of Valid Answers	85	

TABLE IV. THE ATTITUDE OF CHILDREN IN THE CLASS FOR HUANGGANG LOCAL CULTURAL CONTENT

Options	Subtotal	Proportion
Like	45	 52.94%
Make no difference	40	 47.06%
Dislike	0	 0%
Number of Valid Answers	85	

Specifically, from the perspective of the value of Huanggang native cultural resources integrated into the kindergarten for the development of children: 96.47% of teachers believe that it can enhance children's identification with local culture and cultivate a preliminary ethnic consciousness; 70.59% believe that it can promote children's formation of good personality quality. ("Table V") From the same perspective,

91.76% of the teachers think it is helpful to promote the national culture. ("Table VI") It can be seen that teachers generally recognize that the integration of local culture into kindergarten education is conducive to promoting national culture, strengthening children's sense of identity with the local culture, and fostering preliminary national awareness.

TABLE V. THE VALUE OF THE INTEGRATION OF HUANGGANG NATIVE CULTURAL RESOURCES INTO KINDERGARTENS FOR THE DEVELOPMENT OF CHILDREN IS TO










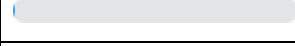
Options	Subtotal	Proportion
Enhance children's sense of identity and cultivate preliminary national consciousness	82	 96.47%
Promote the development of children's physical movements and improve their physical fitness	52	 61.18%
Promote the development of children's intellectual potential	59	 69.41%
Promote the formation of children's good personality	60	 70.59%
Others	2	 2.35%
Number of Valid Answers	85	

TABLE VI. THE VALUE OF THE INTEGRATION OF HUANGGANG NATIVE CULTURAL RESOURCES INTO THE KINDERGARTEN TO THE KINDERGARTEN LIES IN BEING IN YOUR OPINION

Options	Subtotal	Proportion
Conducive to diligence and thrift for Kindergarten	33	 38.82%
Conducive to the promotion of national culture	78	 91.76%
Closely related to people's lives and conducive to kindergarten, family and community exchanges	73	 85.88%
Highlighting the characteristics of the kindergarten	46	 54.12%
Others	1	 1.18%
Number of Valid Answers	85	

C. The actual situation of Huanggang native cultural resources integrated into kindergarten education

First, generally speaking, 63.53% of teachers investigated believe that only a small proportion of native cultural content is in kindergarten textbooks ("Table VII"), and 70.59% of them only occasionally

use Huanggang's local cultural resources ("Table VIII"). It can be concluded that from a realistic perspective, the proportion of Huanggang's local cultural resources integrated into kindergarten education is still quite small.

TABLE VII. THE CURRENT PROPORTION OF LOCAL CULTURAL CONTENT IN KINDERGARTEN TEACHING MATERIALS

Options	Subtotal	Proportion
Majority	12	14.12%
Only minority	54	63.53%
Not sure	15	17.65%
Without any manifestation	4	4.71%
Number of Valid Answers	85	

TABLE VIII. THE CURRENT SITUATION OF YOUR KINDERGARTEN USING HUANGGANG LOCAL CULTURAL RESOURCES

Options	Subtotal	Proportion
Widely	24	28.24%
Occasionally	60	70.59%
Needlessly	1	1.18%
Number of Valid Answers	85	

Second, according to the investigation on the content, resource utilization, and implementation methods of Huanggang's native cultural resources integrated into early childhood education, we have learned that 55.29% of teachers have carried out courses and teaching activities around folk literature and folk music; 50.59% around opera culture; 45.88% around Dongpo culture; 43.53% around folks Art; and

38.82% around red culture. ("Table IX") 81.18% of teachers have partially modified their local cultural resources. ("Table X") 85.88% carried out collective teaching activities; 72.94% carried out district corner activities; 63.53% carried out theme activities; 58.82% carried out environmental creation; and 40% carried out one-day life activities. ("Table XI")

TABLE IX. THE COURSES AND TEACHING ACTIVITIES RELATED TO THE LOCAL CULTURE OF HUANGGANG HAVE BEEN CARRIED OUT WHEN THE ANSWER IS YES

Options	Subtotal	Proportion
Dongpo culture	39	45.88%
Red culture	33	38.82%
Celebrity culture	25	29.41%
Opera culture	43	50.59%
Zen culture	5	5.88%
Li Shizhen's medical and health culture	12	14.12%
Folk literature: (such as folk stories, folk songs, folk proverbs, etc.)	47	55.29%
Folk music: (such as folk opera, folk songs, folk music, folk musical instruments)	47	55.29%
Folk art: (folk painting, folk handicraft, folk sculpture, folk architecture, etc.)	37	43.53%
Folk comprehensive arts: (shadow puppets, puppets, acrobatics, martial arts, etc.)	24	28.24%
Others	14	16.47%
Number of Valid Answers	85	

TABLE X. THE EXTENT OF MODIFYING THE CONTENT OF HUANGGANG NATIVE CULTURE FOR EARLY CHILDHOOD EDUCATION/TEACHING

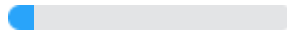

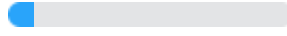



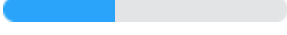

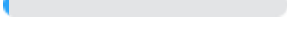
Options	Subtotal	Proportion
Completely modified	8	 9.41%
Partially modified	69	 81.18%
Not modified	8	 9.41%
Number of Valid Answers	85	

TABLE XI. YOUR IMPLEMENTATION APPROACH IN DEVELOPING HUANGGANG LOCAL CULTURE

Options	Subtotal	Proportion
Collective teaching activities	73	 85.88%
Corner activities	62	 72.94%
Theme activities	54	 63.53%
One-day life activities	34	 40%
Environmental creation and design	50	 58.82%
Others	2	 2.35%
Number of Valid Answers	85	

Although it can be concluded that most of Huanggang's local cultural resources are integrated into preschool education, the development is different. Majority of teachers have transformed local resources for children with various approaches adopted. However, collective education and teaching activities prevail among them.

D. The influencing factors and difficulties of Huanggang native cultural resources integrated into kindergarten education

According to the investigation, 76.47% of teachers have a fair understanding of the local culture in

Huanggang. Regarding the internal influencing factors of Huanggang native culture for early childhood education ("Table XII"), 85.88% of teachers believe that it depends on the preference and understanding of the teaching content itself ("Table XIII"); regarding its external influencing factors, 81.18% believe that it depends on the evaluation concept and method of integrating local cultural resources into the kindergarten curriculum by the kindergarten management team ("Table XIV"). Regarding the difficulty of integrating the local cultural resources of Huanggang into the kindergarten curriculum, 78.82% of teachers believe that they do not know the local cultural resources of Huanggang very well ("Table XV").

TABLE XII. YOUR UNDERSTANDING EXTENT OF THE LOCAL CULTURE IN HUANGGANG



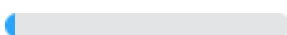
Options	Subtotal	Proportion
Deep	17	 20%
General	65	 76.47%
Little or no	3	 3.53%
Number of Valid Answers	85	

TABLE XIII. YOU THINKING ON THE INTERNAL INFLUENCING FACTORS IN THE HUANGGANG LOCAL CULTURAL PRESCHOOL EDUCATION





Options	Subtotal	Proportion
The complexity of the teaching content itself	48	 56.47%
The teacher's preference and understanding of the teaching content itself	73	 85.88%
Whether the teacher has teaching experience in this content	61	 71.76%
Whether teacher often reflects on their own teaching content	51	 60%
Number of Valid Answers	85	

TABLE XIV. YOUR THINKING ON THE EXTERNAL INFLUENCING FACTORS IN THE HUANGGANG LOCAL CULTURAL PRESCHOOL EDUCATION




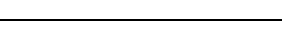




Options	Subtotal	Proportion
The principal's emphasis on integrating local cultural resources into the kindergarten curriculum	61	 71.76%
Evaluation concept and method of integrating local cultural resources into the kindergarten curriculum by the kindergarten management team	69	 81.18%
Whether the kindergarten provides teachers with many opportunities for training and going out to learn	66	 77.65%
Whether children's parents value and support the kindergarten to integrate folk cultural resources into the kindergarten curriculum	63	 74.12%
Number of Valid Answers	85	

TABLE XV. IN YOUR OPINION, THE DIFFICULTIES IN INTEGRATING HUANGGANG'S LOCAL CULTURAL RESOURCES INTO THE KINDERGARTEN CURRICULUM

Options	Subtotal	Proportion
Much local cultural content can't accord with the times	38	 44.71%
It is difficult to use the local cultural resources because of being far away from the course content	60	 70.59%
The teachers themselves do not know much about the local cultural resources of Huanggang	67	 78.82%
Others	5	 5.88%
Number of Valid Answers	85	

From the influencing factors and difficulties, it can be seen that on one hand, the teachers do not have enough understanding of the local cultural resources of Huanggang and have difficulties in using resources into early childhood education; on the other hand, it is crucial for the kindergarten management team to have opportune evaluation concept and method of integrating local cultural resources into the kindergarten curriculum.

IV. ANALYSIS OF INVESTIGATION RESULTS

After investigation, we have found that kindergarten teachers agree with the concept of integrating

Huanggang local cultural resources into early childhood education, but the reality is not optimistic. This research focuses on the teachers with higher educational backgrounds, younger ages, and fewer teaching years, who are affirmative of the value of Huanggang local culture to the development of children. What caused such reality is:

A. Kindergarten teachers lack the ability to develop and utilize local resource courses

According to investigations, firstly, kindergarten teachers mainly carried out teaching activities around folk culture, opera culture and Dongpo culture, but

relatively few courses and teaching activities were carried out on celebrity culture, Li Shizhen's medical culture and other resources; secondly, more than half of kindergarten managers were very supportive of the integration of Huanggang's local cultural resources into the kindergarten curriculum, but they lack reasonable evaluation philosophy and method for integrating local cultural resources into the kindergarten curriculum. Judging only from the two aspects of curriculum content and curriculum evaluation, we can find that the existing Huanggang local resources integrated into the kindergarten education practice is but in scattered state and there is no systematic local resource curriculum as one aspect and the other is that in the existing educational practice, most kindergarten teachers are aware of the integration of Huanggang's local cultural resources into early childhood education, which needs for targeted transformation; meanwhile, they are also aware that the key factor is that they are lack of ability to develop and use local resources to the integration of local resources into early childhood education. Therefore, we need to strengthen kindergarten teachers' ability to develop and utilize the local resource curriculum.

B. It is difficult to explore since Huanggang's native cultural resources are rich and complex

As aforementioned, Huanggang, located in the "Wu Head and Chu Tail", is one of the birthplaces of Edong culture, of which includes Dongpo Red Cliff Culture, Red Culture, Celebrity Culture, Opera Culture, Zen Culture, Li Shizhen Medicine and Health Culture, Folk Culture, etc. Dongpo Culture consists of a large number of poems and songs; Red Culture involves many heroes, stories, buildings, ruins, etc.; Celebrity Culture includes hundreds of celebrities in many fields; Custom Culture also includes folk literature, folk art, folk music, folk festival culture, etc. Huanggang culture itself has a lot of educational value and in the survey, we have learned that the local cultural resources of Huanggang are currently very limited in the kindergarten education. The key reason is not only the lack of understanding of local culture by kindergarten teachers themselves, but also their individual exploration is still very limited.

Moreover, not all local resources can be directly used in early childhood education. It is more difficult to tap into educational resources suitable for children's growth. The Guiding Outline for Kindergarten Education (Trial) emphasizes that "The organization of educational activity content should fully be considered under circumstance of children's learning characteristics and cognitive laws, the organic connection and mutual penetration of content among various fields, which focuses on comprehensiveness, interest, activity, and make education be in life and games." Therefore,

systematically exploring Huanggang's local cultural resources is a huge and difficult project.

C. It is weak to grasp activity orientation of the implementation of early childhood education with Huanggang's native cultural resources integrated into

After investigation, collective teaching activities are firmly ranked first compared with the ways of implementation of Huanggang's local cultural resources integrated into early childhood education, followed by the corner activities, theme activities, environmental creation, and one-day life activity. According to the 3 to 6-Year-old Children's Learning and Development Guide, "children's learning is based on the direct experience acquired from play and daily life. We must cherish the unique value of play and life", and "offer maximum support and satisfy the needs of children to gain experience through direct perception, practical operation and personal experience." Therefore, we can find that in reality, collective teaching activities are ranked first and one-day life activity last, which projects that the application of local resources to kindergarten education has a prominent subject curriculum orientation, while the orientation of activity courses and experience courses is relatively weak. Hence these activities do not fully reflect the children-oriented view and definitely have not been organized and implemented closely around the development laws and learning characteristics of children.

V. RELATED STRATEGIES

A. Strengthening the awareness of KBC development and enhancing the ability to use KBC

The ideal kindergarten curriculum is not "the same", but a curriculum that exudes the vitality of children. In order to better stimulate the vitality of children and promote their all-round development, we must pay attention to the development and utilization of KBC. Kindergarten managers and teachers should change the traditional curriculum view and strengthen the awareness of the development and utilization of KBC. Teachers should transform from traditional curriculum implementers to curriculum developers, users and evaluators. Teachers' cognition of this role change determines whether their attitudes are active or sincere when applying in the curriculum. By changing teachers' concepts, they can actively invest in the development and application of Huanggang's local cultural resources and explore effective measurements to integrate local culture, traditional culture and kindergarten education so as to promote the kindergarten culture to be dignified, distinctive, rich in content and vibrant in ultimate purpose of children's better development.

Besides, the teachers need to have certain skills of the developing and utilizing Huanggang local cultural resources in kindergarten. Strengthening relevant training will help not only improve teachers' ability to develop and use courses, but also form a systematic kindergarten curriculum. Firstly, kindergartens need to strengthen the kindergarten-based teaching and research training. Through "going-out" to have special training by the curricular experts or "inviting-in" to guide the kindergarten curricular development for teachers, they can be cultivated to have ability to design, implement, develop, innovate and evaluate the curriculum as well as to improve their ability to select, judge, analyze and reorganize the curriculum[3]. Secondly, kindergartens should hire local cultural scholars and college teachers to give lectures on Huanggang local cultural topics which will help teachers systematically understand the relevant resources and reshape their cognition so as to promote the multiple application of local cultural resources in kindergarten education.

B. Establishing a professional team of KBC and building a resource platform for KBC

Huanggang is rich in local cultural resources which have great educational value. However, it must not be accepted blindly. On the one hand, the establishment of a professional team to screen and select them must be done. The expert team should know about many fields such as culture and education, and members should be cultural experts, education experts, principals, teachers, parents and other relevant social figures. The requirements for identification and screening should not only be scientific, ideological, and educational, but also appropriate, conformable to the age, physical and mental characteristics and development rules of young children. That means, screening and exploring local cultural resources is to have a positive impact on the healthy development of young children. For example, Zen culture should not be selected into the kindergarten curriculum because of unreasonable content of feudal and superstition. It is not advisable to select scenes of excessive gunfire, bloody violence, and tragic sacrifices on the battlefield when introducing celebrities in the military field to children as another example. Resources such as positive revolutionary ballads, revolutionary deeds, celebrity stories and red art works related to military celebrities can be chosen. Notably, the selection of materials should be popular, easy to understand and easy to accept for children. For example, Li Shizhen's culture, which allows children to understand and recognize common herbs in life[4], is rather than requiring them to understand what the "Compendium of Materia Medica" is.

On the other hand, based on the selection of local cultural resources by professional teams, a network platform for curriculum resources is built. Firstly, it is possible to actively create a local cultural resource

library of Huanggang suitable for early childhood education, which includes some related picture books, videos, image materials, etc. Secondly, it is advisable to fully mobilize the animation professional teachers of local colleges or universities to produce positive animation film and television works from the local cultural resources of Huanggang. For example, according to Li Shizhen's medical culture, the process of Li Shizhen's medical studies with the houses, clothing, and medical museums in the Ming Dynasty can be visually presented to children so that they can feel Li Shizhen's perseverance and courage to explore as well as ancient people's life scene. Finally, it is important to create a network resource platform to co-share better local cultural resource courses, which are convenient for use and continuous update in the education process of different kindergartens in the region.

C. Strengthening the concept of activity-oriented curriculum and broadening the way to implement KBC

In the kindergarten children's education process of Huanggang local cultural integration, it is necessary to adhere to the development characteristics of children's specific image thinking and abide by the learning characteristics of direct perception, practical operation, and personal experience as a foothold as well as cherish the unique value of games and life, and strengthen the ways and means of activity-curriculum-orientated life activities and game activities. During the activities, teaching activities, environmental creation and cooperation amongst children's kindergarten, family and community must be taken into account as an essential section.

1) Game activities: For example, we can create a "small geological museum" around Li Siguang, the founder of geomechanics, and put in different mineral resources such as rocks, metals, coal, and related auxiliary materials so that children can feel the mystery of the earth's evolution. In addition, we can also target Huanggang's "Generals' County" local culture, unearthing the real "Changsheng/Permanent Victory Street" inherent blue bricks and black tiles on both sides of the street, wooden lattice windows, wooden door leaves, gable of each house or fire wall decorated with dragons, snakes, birds and beasts, and the ground made of granite strips paved neatly and other elements related. Hence creating corner area of "Changsheng Street" and displaying revolutionary costumes, not only allows children to experience the revolutionary costume style and the hard and simple style of revolutionary characters, but also allows them to experience the unique street scape of that era.

2) *Daily activities*: For example, as for "Xing Xiuniang", the founder of Huangmei Opera, you can play Huangmei opera tunes that are suitable for children to appreciate when they enter the kindergarten in the morning, or perform easy-to-learn Huangmei opera in the morning exercises. While they are dining, you can briefly explain food nutrition to them, instruct them the proper way of eating, and encourage them to enjoy food through Li Shizhen's local culture.

3) *Environmental creation*: With regard to the "Military Celebrity Culture", a red cultural theme wall can be set up. Centered on the other Huanggang local culture, for example, the aforementioned "small geological museum" can be established, "small printing factory" can be built, "Huangmei Drama Theater" can be created and other corner areas can be developed.

4) *Teaching activities*: For example, around Bi Sheng, the inventor of movable type/press printing, language teaching activities to explain Bi Sheng's story to children can be organized, encouraging children to be good at observation and active thinking, and stimulating children's curiosity about printing and the desire to explore surrounding things; art teaching activities can be organized as well to allow children to use brushes, paints and other auxiliary materials to feel and understand the magic of printing.

5) *Multi-party cooperation/partnership*: Kindergartens can carry on the relevant education of Huanggang's local resources through cooperation/partnership with children's families and communities. Children's families can accompany their children to watch red dances and red movies, subsequently they can also lead their children to visit Dongpo Cultural Center, Revolutionary Martyrs Museum, etc.

VI. CONCLUSION

"Curriculum is a unique cultural form" [5], and culture is the basis for the existence and development of courses [6]. As an educator, we must be good at establishing a systematic KBC system based on children's age development characteristics, acceptance ability, and the inheritance relationship between cultural resources. For example, around the "Generals' Celebrity Culture", the children in junior class can be guided to gain the perception of the appearance of military clothing, weapons and equipment and the children in senior class can tell the touching stories of the generals' characters so that the children can feel the perseverance and the bravery of the military and understand how our happy life comes. In addition, it is necessary for us to take "Huanggang Celebrity Culture KBC" as a starting point from which we expand to deeply explore its educational value connotation, and

develop KBC of Huanggang's local cultural resources that is organically combined, closely integrated and multiply complemented with local red culture, Dongpo culture, opera culture, folk culture and the ecological culture of Dabie Mountain in order to progressively and adequately assume more of the functions of the local cultural resources of Huanggang in the process of early childhood education.

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