

# Strategies for Integrating Folk Art Resources into Kindergarten Education

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**Abstract:** Folk art resources are rich in content and variety, which not only reflects the development wisdom of the Chinese nation, but also has strong aesthetic characteristics. Therefore, selecting folk art resources as materials for kindergarten education can not only improve children's aesthetic ability, but also enable children to establish national self-confidence and have an understanding of traditional Chinese culture. In view of the selection and utilization of educational resources in kindergartens, this article discusses how to effectively use folk art resources and give play to the positive role of traditional art resources from the perspective of the effectiveness of folk art resources.

**Keywords:** Kindergarten education; Folk art resources; Innovation; Exploration

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Folk art resources come from life and reflect the wisdom of working people. Therefore, in the process of selecting labor resources, we should pay full attention to the value of labor resources and integrate folk art resources into early childhood curriculum education. Only in this way can folk art be improved. availability of resources.

## 1. The value of folk art resources

The Chinese nation has accumulated a lot of artistic resources in the process of continuous development. These artistic resources are the crystallization of culture and also reflect the spiritual tradition of the Chinese people. Therefore, the inheritance and use of folk art resources can improve children's awareness of the value of art resources, enrich the forms of kindergarten art education materials, and allow teachers and children to accurately grasp the characteristics of folk art in the process of mining folk art. , to perceive the aesthetic elements contained in folk art resources. Different from modern art, folk art has a sense of age<sup>[1]</sup>. Folk art is timeless and has been effectively accumulated in the process of continuous historical development. The forms of folk art resources are rich and diverse, and paper-cutting, clay, music, painting, calligraphy, etc. have positive effects on the development of young children. Therefore, when choosing folk art resources, teachers should start with the development needs of children, and re-create and utilize these resources. At the same time, folk art resources are unique to a certain extent. Since China has 56 ethnic groups, each ethnic group has different cultural traditions. The art forms bred in the development of different ethnic groups are also unique. Therefore, these resources are not only inexhaustible, but also bring more optional materials to early childhood education. Folk art resources reflect strong life characteristics and are closely related to people's lives. These life-like works of art and artistic elements are more conducive to children's learning and imitation. It can be seen that folk art resources can meet the needs of early childhood education and provide more available resources for early childhood education. In general, folk art resources are of great value in history, art and folklore. First, in terms of history. Because the national art culture records the process of national development, it has a long history. Time is the touchstone of history and culture. The reason why ethnic art resources can be passed down to this day is because it has strong historical value, and is closely related to historical figures and events. effect. Secondly, national culture also has high value in folk customs. Folk art resources are the fossils of culture, which embodies the way of life and social environment of different nationalities. Therefore,

it contains national cultural genes and spiritual characteristics. This regional feature adds stronger artistic value to folk art resources. This original and unique art resource not only represents a unique life scene, but also conveys stronger aesthetic art elements. Whether in the process of art appreciation or in the process of education, these folk art resources should be integrated into them, and the active role of these folk art resources should be brought into full play.

## **2. The value of folk art resources in kindergarten education**

### **2.1 Promote the comprehensive development of children's moral, intellectual, physical and aesthetic**

Folk art is the condensation of national culture, and at the same time reflects the historical characteristics of national development. Therefore, there are various forms of folk art, including literature, music, and fine arts. When choosing a form of folk art, we should fully examine what aesthetic characteristics and spiritual qualities this art form contains, and it should be combined with the scientific, systematic and effective nature of early childhood education, so as to truly inspire children's wisdom and cultivate Children's sentiments allow children to strengthen their artistic aesthetic ability while feeling the truth, goodness and beauty. Folk art resources bring new thinking to early childhood education with its richness of content and diversity of forms <sup>[2]</sup>. So far, most kindergartens have realized the positive effect of folk art resources on the development of young children.

### **2.2 Enrich the content of early childhood education**

The reason why folk art resources can be effectively used in early childhood education is that these resources can have a positive impact on the development of children's intelligence. To a certain extent, the comprehensive and life-like characteristics of folk art resources are similar to the characteristics of children's curriculum. In the current development process, early childhood education should be combined with traditional arts to achieve the effectiveness of early childhood education.

### **2.3 Promoting the inheritance of folk art and culture**

As a kindergarten teacher, we must fully understand the specific methods of curriculum setting, and think deeply about how to combine folk art with the curriculum content to provide children with a more interesting activity experience process. The value of folk art resources does not mean that the content of folk art should be the whole of the early childhood education curriculum, but should complement and penetrate with early childhood education to strengthen the diversity of early childhood education. As a way of artistic expression, folk art resources can improve children's aesthetic ability, play the role of quality education, and allow children to achieve comprehensive development <sup>[3]</sup>.

## **3. Utilization strategies of folk art resources in early childhood education**

### **3.1 Create a good artistic environment**

The development and use of folk art resources aims to promote the improvement of children's aesthetic ability, so that children can experience the joy of creating beauty in the process of perceiving beauty. Therefore, the influence of aesthetic factors on early childhood education is very important. Children's imagination needs to be stimulated and improved continuously, so how to use good aesthetic elements to activate children's aesthetic thinking, so that children can discover the beauty in life and absorb nutrients from art forms, is the key to the development of early childhood education curriculum. In order to create a good artistic environment, folk art resources can be fully utilized in the creation of kindergarten class environment, corridor environment creation, etc., and hidden curriculum resources can be used to moisten things silently. For example, when selecting folk art resources, art works such as paintings, embroidery, and paper-cutting with ethnic customs can be exhibited. In some ethnic minority areas, their living utensils and decorations are very distinctive. If teachers can set these interesting and aesthetically valuable objects in kindergartens, and create a class environment, corridors, art workshops and other environments, they can stimulate children's curiosity and let children understand the art and culture in the process of observation and learning.

### **3.2 Integrate folk art resources into theme education activities**

The educational advice on early childhood art education in the "Learning and Development Guide for Children Aged 3-6" states that "create conditions for children to be exposed to a variety of art forms and works, such as taking children to watch or participate in traditional folk art and local folk cultural activities." Therefore, it is necessary and important to integrate folk art resources into the content of kindergarten education. The cultivation of young children's interests needs to be achieved through a systematic curriculum. When preschool teachers teach, they often arrange specific activities in accordance with the content of the teaching plan and syllabus. Although this method is systematic and scientific, it is more rigid and cannot reflect the characteristics of early childhood education. In order to enrich the diversity of early childhood courses and make the content of early childhood education more realistic, teachers can combine folk art elements with curriculum settings. The integration of folk art resources into educational content not only helps to

enrich the content of activities, but also helps to inherit folk art cultural resources. When setting children's theme activities, activities related to folk art can be specially set, and games are more attractive to children than any other educational form. When teaching Chinese traditional culture, teachers can show some representative works of art to the children, and then let the children imitate and make them by hand.

### **3.3 Integrate folk art resources into regional activities**

Teachers should actively integrate folk art resources in the art area and role-playing area, and reasonably deal with specific problems in early childhood education. To integrate folk art resources into regional activities, teachers must play an inspiring and guiding role. The effective guidance of teachers can enable children to make reasonable choices for folk art resources, and help them understand the aesthetic elements and historical information contained in these folk art resources in a timely manner. Without the guidance of teachers, children will go further and further down the wrong path. The role of teachers is the key to cultivating children's aesthetic ability.

### **3.4 Carrying out parent-child activities to penetrate folk art resources**

The penetration of folk art resources requires the support of parent-child activities. When carrying out parent-child education, it is necessary to skillfully use the methods of activities and games to improve the effectiveness of folk art parent-child activity education. According to the characteristics of the activities, teachers should organize some folk art activities with educational significance. For example, some folk art elements can be incorporated into the activities, which can be natural life themes or scientific and cultural themes. These themes can help children better understand the society they live in, get closer to nature, and feel the real life environment.

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