

Research on the Application of Red Culture in the Art Teaching Activities of Kindergartens: Taking Jiangxi Bayi Child Care Center as an Example

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Abstract

Red culture is a unique cultural resource in China. It contains rich material carriers and spiritual wealth. It is worth learning and inheriting for every Chinese. Exploiting and tapping the educational value of red culture in kindergarten art teaching activities can not only fully develop and utilize local characteristic cultural resources, but also integrate red culture into children's art classrooms, so that art activities can be innovatively developed in the new era.

Key words: Red culture; Kindergarten; Art teaching activities

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1. THE IMPORTANCE OF STRENGTHENING THE APPLICATION OF RED CULTURE IN KINDERGARTEN ART TEACHING ACTIVITIES IN THE NEW ERA

The *Guiding Outline for Kindergarten Education (Trial)* pointed out that it is necessary to "make full use

of social resources, guide children to actually experience the richness and excellence of the motherland's culture, feel the changes and development of their hometown, and stimulate their love of hometown and the motherland." Red culture belongs to the cultural resources with local characteristics in China, and specifically refers to the red cultural resources with local characteristics in Jiangxi, that is, the sum of various material and spiritual wealth that have been continuously developed and evolved in the practice of socialist revolution, construction and reform under the guidance of Marxism, and formed in the period of the new democratic revolution under the leadership of the Chinese Communist Party in Jiangxi. 1 Red culture is not only a social resource, but also a material carrier and spiritual wealth that can fully germinate children's love for the motherland and hometown.

It is necessary to strengthen the application of red culture in kindergarten art teaching activities. First, such practice can improve children's aesthetic perception and appreciation by recording, perceiving, and experiencing red objects and revolutionary sacred sites in painting, handicraft, and art appreciation activities; second, by inheriting the red gene when children's creativity and imagination are booming, it can enhance children's patriotism, let red culture take root in children's hearts, and better cultivate children's good moral education character; third, it can not only fully develop and utilize local cultural resources, but also integrate red culture into the children's art classroom, so that art activities can be innovatively developed in the new era.

2. THE ELEMENTS AND CHARACTERISTICS OF THE RED CULTURE OF JIANGXI BAYI CHILD CARE CENTER

2.1 Elements of the Red Culture of Jiangxi Bayi Child Care Center

Jiangxi Bayi Child Care Center was founded in December 1949 and is affiliated to the General Office of Jiangxi

Provincial Government. It is a full-time provincial excellent model park. The main elements of red culture in Jiangxi Bayi Child Care Center are red culture related objects, songs, nursery rhymes, stories, revolution relic sites, etc. Jiangxi Bayi Child Care Center designed the contents of junior, middle, and senior classes based on the characteristics of children at various ages and the attributes of red culture. The junior class focuses on letting children touch red culture related objects to feel the atmosphere of red culture; the middle class focuses on the use of red songs, nursery rhymes, stories, and other art forms to let children experience the red culture and germinate red culture related emotions; the senior class focuses on allowing children to inherit red culture through activities such as visiting the red revolution relic sites and cultivating red morality in real life.

2.2 The Characteristics of the Red Culture of Jiangxi Bayi Child Care Center

2.2.1 Fun

The fun of red culture is that it can stimulate children's imagination through different ways such as nursery rhymes, games, visits, etc., so that children can learn about, get close to revolutionary heroes and show respect in their favorite ways. In Jiangxi Bayi Child Care Center, children can learn about the stories of revolutionary heroes of the past with the vivid language from teachers. With their polished imagination, they can make heroes shine in their rhymes and songs, which is very interesting for young children.

2.2.2 Generativity

The generativity of red culture is that it allows children to actively construct their interpretation of red culture and make inferences from it. The red cultural resources used for art teaching can be seen everywhere in life. There are many red culture related buildings and venues near Jiangxi Bayi Child Care Center. Teachers integrate these red buildings into art teaching activities. After children visit the red culture buildings and venues, and feel the revolutionary spirit and feelings of the Communist Party, they will naturally have discussions and exchanges, and think of expressing what they see, think, and feel with painting brushes. It not only improves children's aesthetic flair and painting skills but also deepens their impression of red culture. Teachers can also design a complete set of red culture and art teaching activities to give new vitality to art activities and better promote the improvement of students' ideological and emotional education.

2.2.3 Unique

The uniqueness of the red culture is that it is a special culture in itself. It is an advanced culture with Chinese characteristics created by the Chinese Communists, advanced individuals, and the people during the revolutionary war. It contains a rich revolutionary spirit and hefty historical and cultural connotations.

This uniqueness makes itself shining and is also widely recognized by teachers and students, which makes everyone call for red culture to enter the campus. Jiangxi Bayi Child Care Center fully recognizes the uniqueness of red culture and integrates red culture with art teaching activities to innovate activity courses and better inherit red culture.

3. THE APPLICATION STATUS OF JIANGXI BAYI CHILD CARE CENTER'S RED CULTURE IN ART TEACHING ACTIVITIES

3.1 Teachers' Understanding of Red Culture

The researchers found through interviews that the teachers of the center have a certain understanding of red culture, which, however, is not comprehensive enough. Their understandings are mostly based on the three aspects including red culture related stories, characters, and spirits, and they do not notice that red objects and red revolution relic sites also belong to the red culture. Moreover, most teachers' applications of red culture remain within the explanation and reciting of red stories, and other content is less involved.

3.2 Teachers' Understanding of the Value of Applying Red Culture to Art Teaching Activities

After interviews with teachers, it can be seen that teachers affirm the value of red culture in art teaching activities from the two aspects including individual child and art education activities, that is, they not only allow children to understand the red culture and feel the red spirit through art activities but also make use of the educational value of the red culture to innovate the art classroom. However, in interviews, researchers found that most teachers ignore the value of appreciation activities in art teaching by applying red culture only to art teaching activities, and even superficially define art teaching activities as painting activities.

3.3 Difficulties Encountered by Teachers in Applying Red Culture to Art Teaching Activities

The visit to the Holy Land of the Red Revolution can play a very good educational role for children and is one of their favorite activities. However, visiting activities are also the most prone to danger and accidents. Children are young, their bodies are growing, and they are curious about everything, but during the visit, they often encounter accidents such as falls, bruises, fractures, etc. due to lack of sports experience and self-protection abilities. As the organizer and activist of children's visits, teachers need to spend considerable manpower and financial resources to ensure the safety of children. Therefore, to avoid accidents, many teachers are unwilling to lead children in visits.

4. ANALYSIS OF THE CAUSES OF THE APPLICATION OF JIANGXI BAYI CHILD CARE CENTER'S RED CULTURE IN ART TEACHING ACTIVITIES

4.1 Teachers

First, teachers do not fully understand the red culture, and only use the red culture related stories, characters, and spirit contained in it as the structure, which leads to the incompleteness of red cultural content applied to art activities. Second, teachers' understandings are too shallow in teaching activities of red culture and art, and teachers only regard them as art painting activities, which causes children's perception of red culture to be too unitary and prevents art education from arousing children's deeper emotional resonance. In the end, teachers do not provide timely guidance and assistance in the art activities of children's creation of red culture, which is not conducive to the improvement of children's aesthetic cultivation.

4.2 The Center

The center does not pay enough attention to the application of red culture to art teaching activities in kindergartens. First, the center does not have enough funding to ensure that children go out to visit and other activities on a regular basis; second, the center pays too much attention to the application of red culture in games, ignoring the application of red culture in art teaching activities; in particular, in the course of the center, the game activity Little Engineers are arranged every afternoon, but the frequency of red culture and art teaching activities are only three to four times per semester.

5. SUGGESTIONS FOR THE IMPROVEMENT OF JIANGXI BAYI CHILD CARE CENTER'S RED CULTURE IN ART TEACHING ACTIVITIES

5.1 Suggestions for Teachers

5.1.1 Strengthen Teachers' Understanding of Red Culture

Jiangxi Bayi Child Care Center has developed a curriculum of red culture. Teachers also have a certain understanding of red culture, which, however, is not comprehensive enough. Most teachers make children learn about red culture through storytelling, but red culture includes not only stories, but also ballads, objects, and revolution relic sites. It is necessary for teachers to continuously charge themselves to expand the breadth and depth of knowledge, so as to enhance children's sense of identity with red culture in activities, and to better inherit the red culture.

5.1.2 Strengthen Teachers' Teaching Concepts of Applying Red Culture to Art Teaching Activities

The teaching concept of teachers will directly affect the effect of red culture in art teaching activities. Teachers need to make full preparations before class and fully reserve knowledge about the red culture. Only in this way can teachers teach children well and let them have an overall and comprehensive understanding of red culture instead of piecemeal knowledge of red cultural knowledge. Only when teachers carry out comprehensive and diverse art teaching activities can the value of red culture be applied to art teaching activities.

5.1.3 Strengthen Teachers' Teaching Ability to Apply Red Culture to Art Teaching Activities

Most of the teachers at Jiangxi Bayi Child Care Center have college degrees or above, and they have a relatively long teaching experience, with rich theoretical and practical knowledge. Their teaching skills in ordinary teaching activities are excellent, but they have relatively insufficient practical experience in applying red culture to art teaching activities, and their teaching skills in this regard need to be improved. To strengthen the teaching ability to apply red culture to art teaching activities, on the one hand, it is necessary to strengthen the application of red culture in art teaching activities, so that teachers can make progress in practice; on the other hand, teachers need to make presets and coping strategies in advance for problems that may arise in the application according to the actual conditions of the class. Only in this way, teachers can complete the red culture and art teaching activities with ease.

5.2 Suggestions to the Center

5.2.1 Strengthen the Emphasis on Applying Red Culture to Art Teaching Activities

Jiangxi Bayi Child Care Center attaches great importance to the application of red culture and designed a complete set of red culture courses for this purpose, but the teachers' pay more attention to the application of red culture in children's games. In the practice of applying red culture to art teaching activities, it is more regarded as a less important branch of the college's red culture curriculum. Therefore, the center should guide teachers to increase the proportion of red culture used in art teaching activities, so that children can better inherit the red culture through art teaching activities. Meanwhile, the center should strengthen the application of red culture in kindergarten art teaching activities, ensure sufficient funding, and ensure the regular development of activities such as children's outings.

5.2.2 Establish a Teaching Seminar Team to Improve Red Culture and Art Teaching Activities

The teachers need to continuously improve in practice the red culture and art teaching activities of Jiangxi Bayi Child Care Center. First, it is necessary to select capable

and experienced teachers to form a teaching seminar team. Second, it is necessary to analyze the application of red culture in art teaching activities and design reasonable teaching activities. In the end, the teachers of each class should conduct practical teaching, and improve the red culture and art teaching activities through practical feedback.

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