

Value Analysis and Practical Path of Integrating Guangfu Nursery Rhymes into Kindergarten Curriculum

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ABSTRACT

Guangfu nursery rhymes, following the trend of Baiyue culture, have unique regional customs and cultural heritage. They are a prominent feature of Guangdong, Hong Kong, and Macao, characterized by the same origin and customs. As a cultural fusion point, Guangfu nursery rhymes play an important role in the cultural construction of the Guangdong Hong Kong Macao Greater Bay Area, which cannot be ignored. The contemporary value of Guangfu nursery rhymes lies in enhancing national cultural cohesion, increasing cultural identity, and enriching localized curriculum content; The aesthetic value it possesses is manifested in cultivating aesthetic ability and sound personality, as well as cultivating music perception and appreciation ability; The moral education value it possesses is manifested in appreciating history and culture, enhancing patriotism, establishing correct values of life, shaping moral qualities, cultivating good behavior habits, and inheriting traditional virtues of the Chinese nation. Guangfu nursery rhymes can be integrated into kindergarten music activities, language activities, game activities, and other aspects to achieve various values mentioned above.

Keywords: *Guangfu nursery rhyme, Kindergarten curriculum, Guangdong-Hong Kong-Macao Greater Bay Area.*

1. INTRODUCTION

Guangfu nursery rhymes embody the local sentiment of the Guangdong Hong Kong Macao Greater Bay Area, carrying the common memory and cultural emotions of the region. With the development and transformation of society, culture is increasingly colliding and merging, and Cantonese dialect is weakening and declining. Cantonese nursery rhymes are facing unprecedented cultural impact and crisis. The attractiveness of traditional nursery rhymes in children's hearts is gradually weakening, and the inheritance of Cantonese nursery rhymes is facing many difficulties. However, Cantonese nursery rhymes are of great value to young children in the Guangdong Hong Kong Macao Greater Bay Area, and its practical path needs further development and application.

2. THE INTEGRATION OF GUANGFU NURSERY RHYMES INTO KINDERGARTEN CURRICULUM HAS CONTEMPORARY VALUE

Guangdong, Hong Kong, and Macao share the same roots and origins, have a long history, and are closely related in cultural context. The daily communication of people in the Greater Bay Area is mainly in Cantonese, which is the mother tongue of the Cantonese ethnic group and an important carrier of Cantonese culture. Guangfu nursery rhymes not only have their own unique characteristics of southern Guangdong culture, but also have commonalities of ethnic culture. As a unique cultural heritage of Guangdong region, Guangfu nursery rhymes have important contemporary value when integrated into kindergarten curriculum.

2.1 Enhancing the Cohesion of Ethnic Culture

Excellent traditional culture is the profound spiritual foundation and cultural support for the formation and development of the sense of community of the Chinese nation. Only by correctly understanding and grasping our own national culture can we establish firm cultural confidence and enhance national cohesion. [1] In the past five years, the Guangdong Hong Kong Macao Greater Bay Area has focused on promoting institutional openness under the "One Country, Two Systems" framework, with rules and mechanisms as the core. In the cultural construction of the Greater Bay Area, Guangfu nursery rhymes, as an important component of traditional culture in Guangdong, have gradually received more attention and inheritance. Due to the unique geographical and cultural advantages of the Guangdong Hong Kong Macao Greater Bay Area, more and more young people are choosing to start businesses and settle down in the area, and their children will also receive education here. The inheritance and development of Guangfu nursery rhymes are of greater significance and value.

2.2 Enhancing Cultural Identity

Language is a distinct symbol of a person's belonging to a certain region or social group. Language identification is conducive to promoting identity recognition and is a sign of maintaining national unity and identity. The core of deep integration and sustainable development in the Guangdong Hong Kong Macao Greater Bay Area lies in cultural identity.[2] Education for children in the Greater Bay Area is carried out using Cantonese nursery rhymes as a carrier to promote their shared national cultural identity.

Experiencing ethnic culture is a guiding principle for the development of early childhood education in China. By fully utilizing social resources and guiding young children to personally experience the profoundness and excellent qualities of Chinese culture, they can truly experience the development and changes of their hometown. By deeply exploring and utilizing the rich and excellent Cantonese nursery rhyme resources, they can be organically integrated with kindergarten education activities. This not only enables young children to master the cultural knowledge contained in their own ethnic group and gain rich life experience, but

also enhances their sense of identity and belonging to local culture.

2.3 Enriching the Local Characteristic Content of the Course

Using Guangfu nursery rhymes as teaching materials greatly enriches, enriches, and optimizes the teaching content of preschool education curriculum, which is conducive to building a local curriculum rich in Guangfu cultural characteristics. At present, there is a phenomenon of homogeneous development in preschool education curriculum in Lingnan region, but there is a lack of characteristic cultural courses, and the ability to transform excellent local cultural resources is relatively weak. The integration of Guangfu nursery rhymes can enrich the local characteristics of the curriculum, allowing young children to learn and experience this cultural form with strong local characteristics, which is an excellent work created and inherited by the nation and has high inherent value.

3. THE INTEGRATION OF GUANGFU NURSERY RHYMES INTO KINDERGARTEN CURRICULUM HAS AESTHETIC VALUE

As a form of oral literature, Guangfu nursery rhymes preserve the characteristics of Guangdong's local literature and showcase the rich and diverse social life and folk customs. It not only carries a strong cultural heritage of Guangfu, but also serves as a good carrier for integrating Guangfu culture into kindergarten curriculum due to its easy to understand, catchy, and harmonious pronunciation.

3.1 Cultivating Aesthetic Ability and Sound Personality

Children aged 3-6 mainly rely on the specific images stored in their minds and associations with specific images for thinking activities.[3] They are in the early stage of language learning and will be interested in some catchy nursery rhymes. There are popular classic nursery rhymes circulating in the Guangfu area, such as the traditional Dragon Boat Festival customs described in the song "Taixi Zhuan, Chrysanthemum Garden", the lullaby "Moonlight" sung to lull children to sleep, the inspirational song "Chicken Doll, Curved Tail" encouraging children to be diligent and eager to learn, the knowledge and fun integrated song "He Family Rooster, He Family Guess", and the

patriotic spirit promoted song "Dong Cunrui". These nursery rhymes carry the childhood memories of the Guangfu people. It is not only an integral part of children's literature, but also an indispensable and important component of local culture. Under the influence of Guangfu nursery rhymes, young children can learn how to discover, feel, and create beauty, enhance their self-cultivation and creative imagination.

3.2 *Cultivating Music Perception and Appreciation Ability*

Rhythm is the life of music. The sentence structure of Guangfu nursery rhymes is characterized by rhyme patterns and distinct rhythms. From the perspective of syllable structure, Guangfu nursery rhymes retain a significant amount of ancient Chinese monosyllabic words, among which "shi", "kan", and "dai" are typical examples of ancient Chinese monosyllabic words. The Guangfu nursery rhymes also contain distinctive dialect words, such as the "Refutation Mouth" in "Qi Qi Wang Qian" indicating a rebuttal, and the "Mountain Hole" indicating a cave. Guangfu people also like to add the final sound "some" after adjectives, such as "faster", "slower", "more", etc. These are the musical rhythms contained in Guangfu nursery rhymes. For example, the melodious Cantonese nursery rhyme "Moonlight" vividly depicts a mischievous shrimp cub in a farmhouse who refuses to fall asleep, while his mother gently sings "Moonlight" to lull him to sleep. The singing depicts the scene of grandma fishing for shrimp, grandma weaving a net, and grandpa watching cows go up the hill to make a living, containing the mother's expectations for her child. [4] It showcases the hardworking life scenes of rural farmers in Lingnan and expresses their hope for a better rural life. This is of great significance for helping children get closer to the world of Lingnan rural villages, understand their customs and local culture, and enhance cultural aesthetics. Among them, the words "transplanting rice seedlings, fishing shrimp, and weaving nets" in "Moonlight" vividly depict the scenes of hardworking families in Lingnan mountain villages, helping young children understand the various ways of work of the water town people, learn how to weave fishing nets, how to fish, and appreciate the hard work that elders have put in to raise themselves. When young children learn Guangfu nursery rhymes, they can perceive a strong sense of rhythm, enhance their own sense of rhythm, thereby exercising their sense of rhythm and good listening

ability, and improving their music and appreciation skills.

4. THE INTEGRATION OF GUANGFU NURSERY RHYMES INTO KINDERGARTEN CURRICULUM HAS MORAL EDUCATION VALUE

General Secretary Xi Jinping emphasized in the report of the 20th National Congress of the Communist Party of China that "the fundamental aspect of educating people lies in their moral character." With education as the foundation and moral education as the priority, the fundamental task of cultivating people with moral character emphasizes the importance of moral education. Numerous Guangfu nursery rhymes contain rich ideas, such as moral connotations, ways of dealing with people, wisdom of working people, patriotism, ideals and beliefs, etc. These moral education resources will have an important impact on the ideological and moral education of young children in the stage of moral enlightenment. Reasonably utilizing Guangfu nursery rhymes to integrate into the moral education value of kindergarten curriculum, allowing children to appreciate history and culture, enhance patriotism, establish correct concepts, shape moral qualities, cultivate good behavioral habits, learn and inherit traditional virtues of the Chinese nation, and develop healthily in the direction of knowledge, emotion, and action through Guangfu nursery rhymes.

4.1 *Guangfu Nursery Rhymes Are Beneficial for Young Children to Appreciate History and Culture, and Enhance Their Patriotism*

From the development history of Guangfu nursery rhymes, it can be seen that they were initially linked to national politics. Guangfu nursery rhymes revolve around the characteristics of different periods as the theme, and have a distinct love hate and patriotic spirit. There are numerous patriotic nursery rhymes in which the people of Guangfu unite and fight against the enemy.

Guangfu nursery rhymes can reflect the history of Guangfu area to some extent. For example, during the Opium War, the Guangfu nursery rhyme "Sanyuanli Anti British", which uses one to ten numbers to count, connects the first spontaneous large-scale struggle of the Chinese people against foreign aggression in modern history - the clue of

Sanyuanli Anti British, and shows the patriotism of the Chinese people against violence and foreign enemies. Guangfu nursery rhymes also include red nursery rhymes featuring historical figures with patriotic sentiments. From Lin Zexu, a national hero during the Opium War in the late Qing Dynasty and the world's first person to see the world, to Sun Zhongshan, a patriotic leader who led the Xinhai Revolution and ended China's more than two thousand years of feudal monarchy, to Dong Cunrui, a nationally renowned combat hero and martyr in the liberation of Longhua, the development of Guangfu nursery rhymes closely follows the characteristics of the times. Whether it is nursery rhymes with revolutionary historical events as the theme or nursery rhymes with patriots as the object of praise, they can effectively lead children to experience the historical and cultural heritage of Guangfu region, enhance patriotism. There are as many as 280 red schools in Guangzhou, which can provide strength for the curriculum of Guangfu nursery rhymes, allowing children to deeply cultivate their sentiments in Guangfu nursery rhymes rich in historical culture and patriotic spirit.

4.2 Guangfu Nursery Rhymes Are Beneficial for Young Children to Establish Correct Concepts and Shape Moral Qualities

The content of Guangfu nursery rhymes combines criticism of human emotions and worldly affairs, conveying the inherent local aesthetic feelings and positive attitude towards life of the original residents of Guangfu. The economic and practical pursuit of the people of southern Guangdong, as well as their bold, avant-garde, and independent self-improvement,[5] helps young children establish a true, good, and beautiful outlook on life, morality, and the world from an early age.

Many Guangfu nursery rhymes contain profound life philosophies, such as the Guangfu nursery rhyme "Chicken Doll" that educates young children to be diligent and eager to learn. This nursery rhyme emphasizes that "you reap what you sow" and that one should not be afraid of difficulties in life. Only by studying hard can one achieve success. For example, the Guangfu nursery rhyme "A Bamboo Boy" that tells the story of "the power of unity is great" uses the phenomenon of "a bamboo pole is easily bent" to tell young children that unity is the key to strength.

4.3 Guangfu Nursery Rhymes Are Beneficial for Young Children to Develop Good Behavioral Habits and Inherit Traditional Virtues of the Chinese Nation

In 2016, in the "Kindergarten Work Regulations", the Ministry of Education clearly put forward the comprehensive development education policy of putting moral education first, requiring attention to the emotional development of moral education in young children and enabling them to develop good behavioral habits. [6] Guangfu nursery rhymes contain civilized and humble etiquette, helpful virtues, and good behavior habits of frequent bathing and hygiene. In Guangfu nursery rhymes, there are two songs, "Pai Pai Sit ·Eating Pink Fruits" and "Pai Pai Sit ·Dividing Fruit Fruits", which use daily fruits such as plums, apples, oranges, pineapples, etc. in Guangfu area to praise the traditional virtues of humility, friendship, respect for the elderly and love for the young with short and vivid lyrics. There is also a bath song called "Wash White", "Good pigs are messy and don't drag their mouths", "Clean mosquitoes are loved by everyone", "Dirty mosquitoes are not happy with you". [7] Using colloquial nicknames such as "Good Piggy" and "Fine Striped Boy" to address young children, hygiene is the key to avoiding dirtiness. People like clean babies and advise them to take frequent showers and maintain good hygiene. The content of these Guangfu nursery rhymes is closely related to the lives of young children. Not only that, parents can also achieve the goal of moral education for their children through Guangfu nursery rhymes, which is a mutually beneficial educational approach.

5. THE PRACTICAL PATH OF INTEGRATING GUANGFU NURSERY RHYMES INTO KINDERGARTEN CURRICULUM

5.1 Integrating Guangfu Nursery Rhymes into Kindergarten Music Activities

Integrating Guangfu nursery rhymes into kindergarten curriculum can incorporate Guangfu nursery rhymes into kindergarten music activities, emphasizing the development of Guangfu nursery rhyme music activities. Firstly, it is necessary to strengthen and innovate the compilation of Guangfu nursery rhyme curriculum materials, collect Guangfu nursery rhymes and organize and

summarize them, establish a targeted Guangfu nursery rhyme curriculum structure framework, continuously optimize relevant curriculum content, and create a strong ethnic cultural curriculum atmosphere.

Taking "Taipa Zhuan" as an example, its arrangement combines Chinese elements such as flute, erhu, pipa, etc., allowing children to perceive the charm of Chinese musical instrument culture. Before the music activity begins, the teacher uses the melody of Guangfu nursery rhymes and interactive forms such as momentum to guide the children to move in rhythm. During the activity, the teacher combined lyrics such as "fried rice cake, glutinous rice balls" to introduce children to traditional foods in Guangfu area - fried rice cakes made from peanuts, sand sugar, and fried rice flour, and glutinous rice balls filled with red beans, mung beans, or peanuts. "Auntie takes me to see the dragon boat" can make children realize the customs of Loong Boat Festival, the traditional activities of Loong Boat racing, and the allusions and customs of Loong Boat Festival; The phrase 'Give a gold hairpin and a gold medal to the side, and give it to the mother-in-law to wear' helps young children understand the importance of respecting the elderly and inheriting the excellent traditional virtues of the Chinese nation. Cultivate children's music perception and vocal expression skills through music activities, allowing them to experience the charm of Guangfu nursery rhymes in a pleasant environment. In addition, various instruments such as triangles, soundboards, and hand drums can be integrated into music courses to cultivate children's music appreciation, coordination, and creativity.

5.2 Integrating Guangfu Nursery Rhymes into Language Activities in Kindergartens

Guangfu nursery rhymes must be integrated into early childhood education and teaching, and must be adapted to the training objectives. Based on the needs of children's development, Guangfu nursery rhymes should be organically integrated into early childhood teaching. [8] A "Guangfu nursery rhyme corner" should be created in the reading area, displaying Guangfu nursery rhyme stickers, Guangfu nursery rhyme picture books, etc.[9] It is necessary to mobilize parents and children to use dialects to speak nursery rhymes, perform nursery rhymes, and create nursery rhymes for performance evaluation, further stimulating the interest of children and parents in learning Cantonese nursery

rhymes. The environment is an invisible educational resource with subtle educational effects, which is conducive to creating a strong atmosphere for learning Cantonese nursery rhymes and promoting language communication and development among young children.

5.3 Integrating Guangfu Nursery Rhymes into Kindergarten Game Activities

There are many nursery rhymes in Guangfu that are rich in situational, narrative, thematic, and playful elements, which can be cleverly integrated into kindergarten play activities. For example, the nursery rhyme "He Family Rooster, He Family Guess" includes characters such as Monkey Brother, Mr. Bear, Squirrel Sister, etc. In the role-playing game, children can draw character headgear in advance in the art area and choose different identities to perform, such as "Whose chicken is this?" and "Let me guess"; In performance games, storylines can be created, dialogues and nursery rhyme duels can be added; In the regular game, you can combine the game of stone, scissors, cloth, and different characters to guess a punch. While punching, you can sing a nursery rhyme. You can also add the phrase "deep cut, deep bag, deep glutinous rice Cha siu bao. Mice don't eat chewing gum, but eat beans and sandbags." This nursery rhyme, "guess deep", is a Cantonese version of the game of "stone, scissors, cloth", also known as "bag, cut big". Among them, the gesture of "cloth" is called "bag" in Cantonese, and the gesture of "stone" is "big" in Cantonese. The rhyme of the nursery rhyme matches the rhythm of the game, increasing the game's interesting.

6. CONCLUSION

Guangfu nursery rhymes, as a medium, sow the seeds of Cantonese connection in the hearts of people in the Greater Bay Area, which is conducive to enhancing the cultural "soft connection" of the Greater Bay Area. As an excellent part of traditional Chinese culture, Guangfu nursery rhymes have obvious value and carry the important tasks and demands of moral and aesthetic education for young children. There are still many problems that need to be solved in inheriting and promoting Guangfu nursery rhymes. It is hoped that the practical path explored in this article can provide some reference significance for the practical application of Guangfu nursery rhymes in kindergarten curriculum.

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