

Research on the Current Situation and Improvement Strategies of Integrating Guangfu Nursery Rhymes into Kindergarten Education Activities from the Perspective of Aesthetic Education

Jin Cao¹ Lexin Tang²

^{1,2} *Guangdong University of Foreign Studies South China Business College, Guangzhou, Guangdong 510545, China*

ABSTRACT

In the context of globalization, the inheritance and development of traditional culture are facing unprecedented challenges and opportunities. As an important way to cultivate young children's aesthetic emotions and abilities, aesthetic education plays an irreplaceable role in their comprehensive development. Guangfu nursery rhymes, as a unique cultural expression in the Lingnan region, contain rich regional culture and historical information, and are an indispensable resource in aesthetic education. This article aims to explore how Guangfu nursery rhymes can be better integrated into kindergarten education activities from the perspective of aesthetic education. Through a questionnaire survey, the existing problems in current educational practice are analyzed, and corresponding improvement strategies are proposed to provide relevant references for kindergarten teachers in kindergarten education activities.

Keywords: *Guangfu nursery rhymes, Kindergarten educational activities, Current situation and strategy research, Aesthetic education perspective.*

1. INTRODUCTION

Guangfu nursery rhymes, as a traditional Chinese culture that has continued to this day, have rich historical and cultural resources and are an effective educational tool that plays a crucial role in inspiring children's love for their country and hometown. The inheritance of local culture in Lingnan region should start from childhood. In kindergarten education curriculum, Guangfu nursery rhymes not only demonstrate their unique educational advantages, but also carry profound cultural values. Combining with the actual situation, developing and utilizing local resources according to local conditions can not only enrich the curriculum content of kindergartens, but also broaden the cognitive field of young children and meet their physical and mental development needs.

2. RESEARCH BACKGROUND

2.1 Policy Background

In recent years, the country has attached great importance to the inheritance and development of aesthetic education and excellent traditional Chinese culture, emphasizing the need to strengthen school aesthetic education work and improve students' aesthetic literacy. The policy documents such as the "Opinions on Implementing the Project of Inheriting and Developing Excellent Traditional Chinese Culture" also clearly put forward the requirements of enhancing cultural identity, cultural consciousness, and cultural confidence, while repeatedly emphasizing the importance of protecting and inheriting dialect culture. As a treasure of Lingnan culture, the inheritance and development of Guangfu nursery rhymes are an important manifestation of responding to this policy call.

In addition, the "Guidelines for Preschool Education (Trial)" points out that "social resources should be fully utilized to guide young children to experience the richness and excellence of Chinese culture, feel the changes and development of their hometown, and stimulate their emotions of loving their hometown and country." The "Guidelines for Learning and Development of 3-6 Year Old Children" mention that young children should be able to listen to and speak local languages, as well as appreciate the beauty of local art. In the context of aesthetic education, the integration of Guangfu nursery rhymes helps cultivate children's aesthetic taste and ability. By appreciating and performing Cantonese nursery rhymes, young children can learn to appreciate beauty, feel beauty, and create beauty in their daily lives.

2.2 Educational and Artistic Value

Guangfu nursery rhymes showcase the unique charm of Lingnan culture with their unique rhythm, lively melody, and vivid lyrics; Its short and concise form and catchy melody make it an important resource for children's aesthetic education and deeply loved by young children. By singing Guangfu nursery rhymes, young children can improve their language expression ability, artistic aesthetic ability, and thinking ability in a pleasant atmosphere, while enhancing their understanding and identification with Guangfu culture. Therefore, integrating it into kindergarten education activities can effectively stimulate children's interest in learning, allowing them to learn knowledge, develop abilities, and receive aesthetic education in a relaxed and enjoyable atmosphere.

In summary, in order to utilize the artistic value and aesthetic function of Guangfu nursery rhymes, better promote the comprehensive development of young children, and meet the social demand for traditional culture, this article actively explores the current application status and reasons for the integration of Guangfu nursery rhymes into kindergarten education activities from the perspective of aesthetic education, and proposes a series of targeted improvement strategies to provide relevant references for kindergarten teachers in kindergarten education activities.

3. THE CURRENT APPLICATION STATUS OF GUANGFU NURSERY RHYMES IN KINDERGARTEN EDUCATION ACTIVITIES

The survey was conducted in the form of an online questionnaire star, mainly selecting kindergarten teachers, principals or secretaries, and other education workers as research subjects. Participants were asked to conduct an anonymous self-administered questionnaire survey on a voluntary basis, and a total of 61 valid responses were obtained. Based on the survey results and relevant literature research, the investigator finally came up with the following summary and analysis of the current application status of Guangfu nursery rhymes in kindergarten education activities.

3.1 Teachers Have Insufficient Understanding of Guangfu Nursery Rhymes, But Have a Strong Sense of Identification with the Development of Their Curriculum

In the survey of kindergarten teachers' understanding of Guangfu nursery rhymes, only 16.4% of kindergarten teachers have a deep understanding of Guangfu nursery rhymes. More than half of the teachers have not or have a deep understanding of Guangfu nursery rhymes, and do not often actively watch related information, audio, video, and programs. Among them, 1.64% of teachers said they would not spend extra time to understand Guangfu nursery rhymes. From the above data, it can be seen that most kindergarten teachers nowadays have insufficient understanding of Guangfu nursery rhymes and do not actively pay attention to information related to Guangfu nursery rhymes. Some teachers even believe that it is not necessary to integrate Guangfu nursery rhymes into kindergarten curriculum.

Although most teachers lack a deep understanding of Cantonese nursery rhymes, this does not mean that they oppose the curriculum development of Cantonese nursery rhymes. Data shows that 83.6% of teachers are willing to learn Cantonese in order to use Cantonese nursery rhymes for curriculum activities, and believe it is necessary to integrate Cantonese nursery rhymes into kindergarten curriculum. Furthermore, 90% of teachers are satisfied with the current status of Cantonese nursery rhymes in kindergarten curriculum. From the above data, it can be seen that the vast majority of kindergarten teachers recognize

the practice of incorporating Guangfu nursery rhymes into the curriculum, fully reflecting their strong sense of identification with the development of Guangfu nursery rhyme curriculum.

3.2 Teachers Rarely Use the Materials of Guangfu Nursery Rhymes and Rarely Integrate Them into the Classroom

In the survey of kindergarten teachers' use of Cantonese nursery rhymes in the classroom (as shown in "Figure 1"), firstly, only 12% of teachers frequently use Cantonese nursery rhymes to assist teaching, and 10% of teachers have never used Cantonese nursery rhymes in the teaching process.

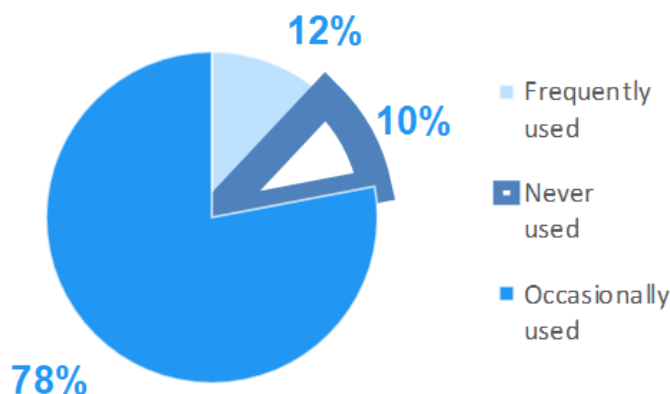


Figure 1 The use of Cantonese nursery rhymes by kindergarten teachers in the classroom.

Secondly, when investigating the frequency of incorporating Cantonese nursery rhymes into the curriculum within a week (as shown in "Figure 2"), the vast majority of teachers stated that they only integrated Cantonese nursery rhymes into the curriculum once a week. 2.22% of teachers also

indicated that they used Cantonese nursery rhymes for teaching three or more times a week, but 6.67% of teachers pointed out that they had never tried to incorporate Cantonese nursery rhymes into the classroom during their teaching.

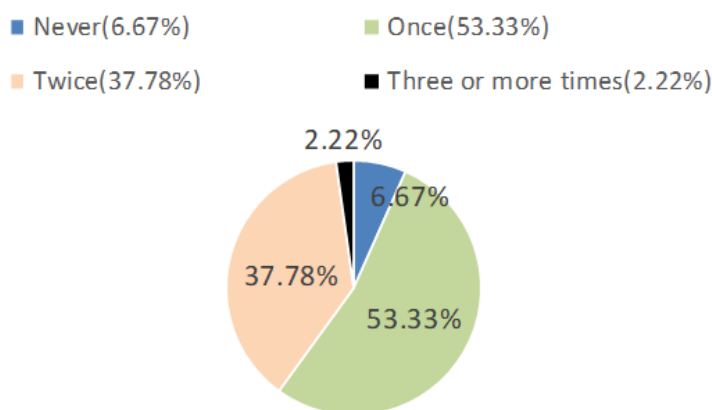


Figure 2 The number of times the teacher integrates Guangfu nursery rhymes into the curriculum within a week.

Finally, in the survey on the number of Cantonese nursery rhymes suitable for integration into kindergarten curriculum (as shown in "Figure 3"), as many as 46% of teachers believe that the current number of Cantonese nursery rhymes that

can match kindergarten curriculum content, students' interests, cognitive characteristics, etc. is relatively small, which also affects many teachers' choices on whether to integrate Cantonese nursery rhymes into the classroom.

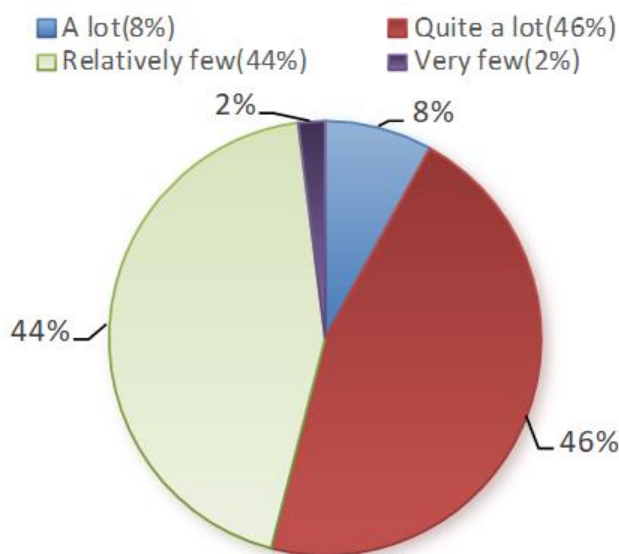


Figure 3 The number of Cantonese nursery rhymes suitable for integration into kindergarten curriculum.

From the above data, it can be seen that due to the mismatch between Guangfu nursery rhymes and curriculum content, students' interests and cognitive characteristics, and other reasons, many kindergarten teachers have not fully utilized the potential resources of Guangfu nursery rhymes, maximized the role of Guangfu nursery rhymes in teaching, and rarely used Guangfu nursery rhyme materials to assist teaching in the classroom.

3.3 Kindergartens Do Not Attach Importance to the Learning of Cantonese Nursery Rhymes and Have Not Integrated Them into the Curriculum System

In the survey data, although the vast majority of kindergartens support incorporating Cantonese nursery rhymes into the curriculum, only 68.85% of kindergartens carry out Cantonese nursery rhyme activities, and 60% of kindergartens occasionally conduct Cantonese nursery rhyme curriculum training; Meanwhile, 18.03% of kindergartens have never conducted Guangfu nursery rhyme activities, and 2% of kindergartens have never conducted related training activities.

From the above data, it can be seen that although many kindergartens now support the integration of Cantonese nursery rhymes into classroom teaching, this idea has not been put into practice. For example, in the teaching process, whether it is dialogue, singing, or games, many kindergartens still focus on Mandarin teaching and

rarely provide students with knowledge and content about Cantonese nursery rhymes, which indirectly indicates the current situation of "kindergartens not integrating Cantonese nursery rhymes into the curriculum system".

3.4 The Lack of Social Atmosphere Has Become the Biggest Difficulty in Integrating Guangfu Nursery Rhymes into Kindergarten Curriculum

In the survey data, as many as 85.25% of teachers believe that the lack of social atmosphere is the biggest difficulty in integrating Guangfu nursery rhymes into kindergarten curriculum. Due to the lack of an environment for learning and spreading Cantonese nursery rhymes in society, parents, teachers, and schools do not attach importance to the education of Cantonese nursery rhymes. Children find it difficult to experience the charm of Cantonese nursery rhymes in their daily lives, and naturally lack interest in learning them, which increases the difficulty of teaching Cantonese nursery rhymes in kindergartens.

4. ANALYSIS OF THE CURRENT SITUATION AND REASONS FOR THE INTEGRATION OF GUANGFU NURSERY RHYMES INTO KINDERGARTEN EDUCATION ACTIVITIES

4.1 Children Have a Vague Understanding of Guangfu Nursery Rhymes and Lack Interest in Learning Them

With the popularization and development of Mandarin, many schools and families now use Mandarin as the main language of communication, especially for young children. Influenced by daily communication and media platforms, they are exposed to Mandarin language from an early age and naturally develop a sense of unfamiliarity with Cantonese. Therefore, for them, learning Cantonese songs is equivalent to learning foreign language works, and they often exhibit a lack of confidence and fear of being ridiculed for singing the wrong song. The correct pronunciation of Cantonese lyrics has gradually become a learning difficulty for young children, and sometimes even a focus of classroom learning, causing the classroom, which should have been focused on experiencing the beauty of Cantonese nursery rhymes, nursery rhymes, melodies, or musical colors, to lose its essence and fail to truly enable students to "learn through music and enjoy learning through music".

Furthermore, as Guangfu nursery rhymes belong to Guangzhou folk nursery rhymes, they are relatively old and not very close to the living environment of young children today. Without understanding Guangfu culture, children are prone to misunderstand the content of the songs. At the same time, without sufficient teaching from teachers, children also find it difficult to develop an interest in learning them.

4.2 Teachers Have a Shallow Emotional Attachment to Guangfu Culture, and the Designed Curriculum Cannot Stimulate Children's Interest

According to survey data, most kindergarten teachers are not very familiar with Guangfu dialect, lack educational background of Guangfu culture, have shallow emotions towards Guangfu culture, lack teaching confidence, and ignore the significance of Guangfu nursery rhymes for children's language development, indirectly

affecting the teaching effectiveness of integrating Guangfu nursery rhymes into campus education activities.

Besides, due to the lack of specialized textbooks and teaching materials for learning Cantonese nursery rhymes in schools, the difficulty of teachers' teaching has greatly increased. Teachers can only design corresponding Cantonese nursery rhyme courses based on their own teaching content. Through a survey of the Guangfu nursery rhyme curriculum, the investigators found that the teaching methods of teachers are single, mainly using teacher led and listening singing methods, with teachers as the main focus. The teaching process is dull, and the types of language education activities used are also very single, often used for storytelling and conversation activities, and less used for penetrative language education activities. This is not conducive to the development of children's self-learning ability, and it is also difficult to stimulate children's interest in learning Guangfu nursery rhymes.

4.3 Kindergartens Do Not Attach Importance to Guangfu Nursery Rhyme Teaching and Do Not Have a Dedicated Curriculum System

According to online surveys, many kindergartens mainly teach Mandarin, lacking awareness of learning and spreading Cantonese nursery rhymes. They do not scientifically and reasonably integrate Cantonese nursery rhymes into early childhood teaching, nor do they provide specialized teaching materials and teaching materials for teachers and students. Even if there are corresponding courses, they do not provide enough teaching hours, resulting in insufficient curriculum development and inability to achieve the desired learning effect.

4.4 The Lack of an Environment for Learning Guangfu Nursery Rhymes in the Community Is Not Conducive to the Inheritance and Development of Guangfu Nursery Rhymes

With the continuous development of the times, people are paying more and more attention to the learning of Mandarin. Many parents, teachers, and schools give priority to their children's exposure and learning of Mandarin from an early age. In this environment, people gradually overlook the learning of Cantonese culture and Cantonese

nursery rhymes, and even many local Cantonese people cannot use Cantonese. One of the important reasons for this phenomenon is that the community and people do not attach importance to the learning and inheritance of Cantonese culture and Cantonese nursery rhymes, and do not create a good environment for learning Cantonese nursery rhymes, so that children have less exposure to Cantonese culture and Cantonese nursery rhymes, let alone learning, inheriting, and developing them.

5. STRATEGIES FOR ENHANCING THE INTEGRATION OF GUANGFU NURSERY RHYMES INTO KINDERGARTEN EDUCATION ACTIVITIES

5.1 Enhancing the Training and Professional Development of Preschool Teachers

Teacher professional development is one of the key factors in improving the quality of education. In the teaching activities of Guangfu nursery rhymes, the professional development of teachers is particularly important. It not only relates to the depth and breadth of teaching content, but also directly affects children's cognition and perception of Guangfu culture. Based on the analysis of the current application status of Cantonese nursery rhymes in kindergarten education activities, it can be seen that teachers and children living in the Guangfu area have many opportunities to come into contact with Cantonese in their daily lives, and there are actually imprints of Cantonese pronunciation in the memories of teachers and students. However, they have limited opportunities to practice using Cantonese, leading most people to believe that they are not capable of the task of "speaking Cantonese and singing Cantonese songs".¹ Therefore, in kindergarten education activities, it is necessary to enhance teachers' understanding of the cultural value of Cantonese nursery rhymes, provide professional training courses, learn Cantonese, and teach teachers how to integrate nursery rhymes into teaching.

1. Zhang Wei. Analysis of Problems and Countermeasures in Cantonese Nursery Rhymes and Nursery Songs Teaching in Guangfu [J]. Northern Music, 2020, (18): 134-135.

5.2 Design and Teaching Method Innovation of Guangfu Nursery Rhyme Theme Course

In the field of education and teaching, innovative teaching methods and designs are key to enhancing students' interest in learning and teaching effectiveness. Integrating Guangfu nursery rhymes into daily teaching plans can not only enrich children's cultural experiences, but also stimulate their learning enthusiasm. The design and innovative teaching methods of Guangfu nursery rhyme theme courses can mainly be reflected in the application of diversified teaching plans and methods, as well as gamified learning for young children. When teachers plan teaching methods and plans, they can incorporate role-playing, storytelling, or song singing to present the classroom, which is different from traditional Cantonese nursery rhyme music classes.

Firstly, teachers can make young children play the roles in nursery rhymes, and through role-playing, gain a deeper understanding of the context and connotation of nursery rhymes. Secondly, teachers can tell the stories or backgrounds behind nursery rhymes, allowing children to appreciate the unique features of Cantonese nursery rhymes and enrich their understanding of Cantonese cultural knowledge. Through creating stories related to nursery rhymes, children can improve their language expression abilities. Thirdly, song performance is organized for children to learn and sing nursery rhymes. Unlike traditional music activities where lyrics are memorized, Cantonese nursery rhyme music activities can incorporate the melody and rhythm of Cantonese nursery rhymes, allowing children to learn local songs and dialects, and encouraging them to try to adapt nursery rhymes and create their own versions, cultivating their music creation ability.

5.3 Participation of Families and Communities

Encouraging parents to participate in kindergarten nursery rhyme teaching is an important way to promote the coordinated development of family and school education. Innovative design of home school interaction, diversified parent-child activities, and deepening community cooperation can be adopted in participating in kindergarten Guangfu nursery rhyme themed activities at home and in the community.

Firstly, innovative design can be carried out in the interaction between home and school. Teachers can design activities related to Guangfu nursery rhymes to extend small tasks, encouraging children and parents to learn and sing nursery rhymes together, enhancing communication and cooperation among family members, or encouraging children and parents to jointly create stories or paintings with nursery rhymes as the theme, improving children's creativity and imagination. Secondly, there is a diversification of parent-child activities. Regular parent-child nursery rhyme workshops are held in the kindergarten, inviting parents and children to participate in nursery rhyme learning, singing, and performance together. Various parent-child games are set up, such as nursery rhyme relay and nursery rhyme guessing, allowing parents and children to learn together in a relaxed and enjoyable atmosphere, consolidating nursery rhyme knowledge and phonetics. Thirdly, community cooperation is deepened. Kindergartens can collaborate with community cultural centers, libraries, and other institutions to jointly organize the Guangfu Nursery Rhyme Culture Festival. By utilizing community resources, exhibitions, lectures, and workshops on nursery rhyme themes can be held to attract the participation of community residents. In addition, cultural festivals with Guangfu nursery rhymes as the theme can be planned and organized, including nursery rhyme singing competitions, nursery rhyme creation competitions, nursery rhyme knowledge competitions, etc., and combined with community resources, professional artists and educators can be invited as judges and guests to enhance the professionalism and influence of the activities.

5.4 Interdisciplinary Integration

The "Guidelines for Preschool Education" clearly states that "the five major areas of kindergarten refer to health, language, society, science, art, and other five fields. The content of each field permeates each other, promoting the development of children's emotions, attitudes, abilities, knowledge, skills, and other aspects from different perspectives."² Guangfu nursery rhymes, as a literary form, can be combined with children's nature of being active, imitative, singing, painting, and playing games during the educational activities of Guangfu nursery rhymes by preschool teachers.

2. Ministry of Education of the People's Republic of China. Guidelines for Kindergarten Education (Trial) [M]. Beijing: Beijing Normal University Press, 2001.

They can link nursery rhymes with activities such as games, sports, music, art, and mathematics, and promote children's multi-sensory participation through rich activity forms, deepen children's understanding and experience of Guangfu nursery rhymes, and cultivate children's aesthetic ability towards various art forms.³ Therefore, teachers can combine nursery rhymes with other subjects such as music, beauty, and sports when implementing Guangfu nursery rhyme education and teaching activities, forming an interdisciplinary teaching model. Through nursery rhyme learning, children can be guided to explore Lingnan culture, history, geography, and other related knowledge, explore the cultural background and regional characteristics of Guangfu nursery rhymes, and promote children's understanding of local culture.

6. CONCLUSION

Excellent Guangfu nursery rhymes creation not only deeply attracts the attention of children, but also resonates with social emotions through its widespread dissemination, inspiring profound cultural benefits and social influence. As a practitioner in the field of early childhood education, I actively advocate the integration of learning elements of Guangfu nursery rhymes into the kindergarten education system, and actively guide children to come into contact with and learn several classic Guangfu nursery rhymes during their time in kindergarten. Further encourage young children to create nursery rhymes. This diverse platform not only enhances the interest and importance of children, teachers, and parents in Guangfu nursery rhymes, but also aims to expand their social influence, jointly face and solve the challenges faced in the inheritance of Guangfu nursery rhymes, and work together to promote their prosperity and development.

In educational practice, the melodious and vivid nursery rhymes and nursery rhymes in Cantonese are regarded as precious seeds that nourish the soul, carefully sown in the hearts of the younger generation. These seeds will quietly sprout and grow strong under the nourishment of the sunshine of love and the rain and dew of wisdom, eventually growing into towering trees with lush branches and leaves covering the earth, weaving together a vibrant cultural forest that allows the unique charm of Guangfu art to be passed down from generation

3. Li Qiao. A Study on the Aesthetic Value of Guangfu Nursery Rhymes for Children from the Perspective of Educational Anthropology [D]. Guangzhou University.

to generation, blooming endlessly, and becoming eternal cultural treasures.

REFERENCES

- [1] Zhang Wei. Analysis of Problems and Countermeasures in Cantonese Nursery Rhymes and Nursery Songs Teaching in Guangfu [J]. Northern Music, 2020, (18): 134-135.
- [2] Ministry of Education of the People's Republic of China. Guidelines for Kindergarten Education (Trial) [M]. Beijing: Beijing Normal University Press, 2001.
- [3] Li Qiao. A Study on the Aesthetic Value of Guangfu Nursery Rhymes for Children from the Perspective of Educational Anthropology [D]. Guangzhou University.