

Research on the Application of Traditional Chinese Culture Picture Books in Kindergarten Education

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Abstract: Traditional culture is a valuable legacy shaped over thousands of years by the development of the Chinese nation. It encompasses not only rich historical knowledge but also profound ideological, moral, and humanistic elements. Integrating Chinese traditional culture picture books into early childhood education can effectively stimulate children's interest, mobilize their enthusiasm and initiative, and enable them to learn and appreciate the richness of Chinese traditional culture. This approach promotes the development of cultural self-confidence and pride in young learners, thereby laying the foundation for their comprehensive development. This paper provides a brief analysis of the application of Chinese traditional culture picture books in kindergarten education, aiming to offer valuable insights for readers.

Keywords: Chinese traditional culture; Picture books; Kindergarten education

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1. Introduction

The report to the 19th National Congress of the Communist Party of China emphasized the importance of “strengthening cultural self-confidence and promoting the prosperity and development of socialist culture.” Similarly, the report to the 20th National Congress reiterated the need to “fully implement the Party’s educational principles and policies, fulfill the fundamental task of cultivating morality and fostering people, and focus on nurturing socialist builders and successors with well-rounded development in morality, intelligence, physical health, and aesthetics.” These directives reflect the Party and the state’s prioritization of cultural development, particularly in the education of teenagers and children.

Picture books, often referred to as illustrated storybooks, convey stories and impart knowledge to children through a combination of text and imagery. Their concise, intuitive, and engaging content makes them particularly suitable for young learners. The integration of Chinese traditional culture into picture books

enriches their content, effectively stimulates children's interest, encourages active participation in reading and learning, and fosters an understanding of Chinese folk culture. This approach helps children establish self-confidence and pride in their national culture, laying a robust foundation for their future development.

In this context, kindergartens and preschool educators in the new era should integrate Chinese culture picture books into early childhood education. By designing and conducting teaching activities centered on these picture books through diverse methods and strategies, educators can enhance children's understanding and recognition of traditional culture, thereby supporting their long-term learning and development.

2. Analysis of the significance of using traditional Chinese culture picture books in early childhood education

Early childhood is the foundational stage of individual growth and a critical period for cultivating interests and developing positive habits. Integrating Chinese culture picture books into early childhood education holds substantial practical significance for children's future learning and healthy development. This section analyzes the benefits of this approach in several aspects.

- (1) Promoting understanding of traditional culture and building cultural confidence: The application of Chinese traditional culture picture books in early education allows children to experience the profound connotations of traditional culture, strengthening their understanding and fostering cultural inheritance. This process promotes the development of cultural self-confidence and pride. For example, teachers may introduce the picture book *These Are the 24 Solar Terms*, which details the 24 solar terms in a village along the Yellow River, including meteorological changes, astronomical phenomena, and cultural traditions. This approach enables children to gain natural science knowledge while appreciating ancestral wisdom, thereby encouraging the preservation and promotion of traditional culture.
- (2) Strengthening moral values and shaping character: Early childhood is a crucial stage for forming cognition, emotion, and behavior. Integrating traditional culture picture books into education can instill virtues and moral values, gradually shaping children's character and laying the foundation for healthy growth. For instance, teachers can share picture books like *Three-Character Classic* and *Disciple Rules*, which incorporate values such as honesty, diligence, and filial piety. By engaging with these materials through texts and illustrations, children absorb moral lessons effortlessly. Another example is *Chinese Food on the Plate*, which introduces the agricultural culture of Yuanyang terraces in Yunnan Province. This book teaches children about sustainable practices and good habits while stimulating their interest and enthusiasm for learning.
- (3) Cultivating language skills and logical thinking: The *Guide to the Learning and Development of Children Aged 3–6* emphasizes that early childhood is a pivotal stage for language development. Literature-based picture books, such as those featuring traditional poems and nursery rhymes, enrich children's vocabulary, enhance their language skills, and foster their expression abilities. For example, sharing *Three Hundred Poems of the Tang Dynasty* can help children understand poetic knowledge, appreciate artistic expression, and improve their comprehension and communication skills. Additionally, books like *Idiom Stories* can train children's imagination and logical thinking by presenting vivid idiom stories, allowing them to grasp idiomatic meanings while enhancing their cognitive development.

- (4) Enriching aesthetic experience and enhancing appreciation: Early childhood represents the embryonic stage of aesthetics and a critical period for aesthetic education. This education aims to develop children's ability to perceive, appreciate, and create beauty. Traditional culture picture books often feature rich artistic elements, such as calligraphy, embroidery, paper cutting, and painting. Incorporating these books into early education provides children with a diverse aesthetic experience, helping them appreciate traditional culture and develop artistic abilities. For instance, picture books like *Chinese Folk Stories* present folk narratives alongside visual art, allowing children to explore the charm of Chinese folk art and cultivate their appreciation and aesthetic skills effectively.

3. Challenges in the integration of traditional Chinese culture picture books into early childhood education

Integrating traditional Chinese culture picture books into early childhood education holds significant practical value for children's healthy growth and learning development. Currently, many early childhood education institutions and teachers actively embrace the integration of these picture books into their curricula to enhance the quality and effectiveness of early childhood education. However, practical investigations reveal several challenges in this process, which are analyzed below.

First, some preschool teachers lack a deep understanding of traditional cultural picture books. Teachers, as key organizers and participants in educational activities, play a pivotal role in facilitating effective learning. However, certain preschool teachers have insufficient knowledge of traditional culture and limited experience in picture book pedagogy. This deficiency not only hampers the effectiveness of picture book teaching but also prevents the full educational potential of traditional Chinese culture picture books from being realized. It is, therefore, essential to strengthen the professional development of preschool teachers and enhance their expertise and overall competence.

Second, there is insufficient attention and support from parents regarding traditional Chinese culture picture book education. Many parents prioritize exposing their children to modern culture and show little interest in traditional cultural picture books. To address this, kindergartens and teachers should engage in meaningful communication and collaboration with parents, raising awareness about the educational value of traditional Chinese culture picture books. This approach can help shift parents' perceptions and foster their recognition and support.

Finally, teaching methods and models are relatively simplistic. While kindergartens and preschool teachers acknowledge the importance of traditional cultural picture books and integrate them into their teaching practices, the approaches they use are often monotonous. This lack of variety limits children's engagement and fails to fully stimulate their enthusiasm and initiative, thereby affecting the overall effectiveness of classroom teaching.

In conclusion, although kindergartens and teachers have recognized the value of traditional Chinese culture picture books and made efforts to incorporate them into early childhood education, several challenges persist. Addressing these issues requires targeted countermeasures, which are proposed in subsequent sections.

4. Innovative application strategies for traditional Chinese culture picture books in early childhood education

4.1. Strengthening teacher development

Preschool teachers play a critical role in early childhood education. To better integrate traditional Chinese culture picture books into early education and maximize their educational potential, kindergartens must prioritize teacher development. Enhancing teachers' understanding of these picture books and improving their teaching skills are essential steps in fostering children's healthy growth.

Kindergartens should regularly organize relevant training programs to update teachers' pedagogical concepts and improve their proficiency in teaching with picture books. Additionally, organizing exchange activities, such as teaching seminars and academic conferences, can facilitate the sharing of advanced teaching methods and strategies, thereby continuously enhancing teachers' professional expertise and comprehensive capabilities.

Furthermore, kindergartens should establish and refine incentive mechanisms to recognize and reward teachers who excel in teaching traditional Chinese culture picture books. Such measures can stimulate teachers' enthusiasm and initiative, encouraging them to innovate and explore new teaching models, thereby laying a foundation for the holistic development of children.

4.2. Enhancing the availability of traditional Chinese culture picture books

To improve the educational effectiveness of traditional Chinese culture picture books, increasing their availability is crucial. Greater access to these resources allows children to engage more frequently with the material, absorb the essence of traditional culture, and cultivate strong moral character, ultimately supporting their comprehensive development.

First, kindergartens should acquire a wide range of high-quality traditional Chinese culture picture books through various channels, ensuring children have ample opportunities to explore these resources. Second, kindergartens can establish dedicated spaces, such as traditional culture picture book reading rooms and book corners, to create an environment conducive to reading and engaging with these books.

Finally, fostering collaboration with parents is essential for maximizing the impact of traditional Chinese culture picture books. It is insufficient for kindergartens alone to bear the responsibility of this educational initiative. Teachers and kindergartens should establish stable communication channels with parents, actively promoting the value of traditional Chinese culture picture books and guiding parents to appreciate their significance. Through a home-school co-education model, parents and educators can jointly encourage children to explore these books, subtly instill correct values and concepts, and build a solid foundation for inheriting and promoting traditional culture.

4.3. Organizing and conducting various types of activities

To better integrate traditional Chinese culture picture books into early childhood education, kindergartens and teachers should actively organize and implement various types of activities that encourage children to learn and understand the content of picture books, thereby promoting their holistic development. Specifically, preschool teachers can utilize traditional picture books to conduct life-based activities that help children develop positive habits.

For instance, during meal-related activities, teachers can guide children to read picture books such as *Fun Pie*, *Chinese Food*, and *Soft Tofu*, enabling them to learn about different types of food, enhance their

understanding, and develop healthy living habits. Additionally, teachers can organize parent-child activities to deepen the integration of traditional culture into early education. For example, they may select engaging excerpts from *Journey to the West* and arrange role-playing activities for parents and children during such events. This approach not only strengthens the emotional bond between parents and children but also stimulates children's interest in reading, cultivates their literacy and appreciation skills, and enhances their comprehensive abilities. These activities contribute significantly to their future development.

4.4. Conducting effective evaluation of children's picture book reading

Evaluation is a critical component of early childhood education. To maximize the educational value of traditional cultural picture books, preschool teachers should emphasize the assessment of children's reading, creating a solid foundation for their comprehensive development.

First, kindergarten teachers should establish reasonable evaluation criteria, encompassing aspects such as comprehension, reading, and expression abilities, to ensure the accuracy of assessment outcomes. Second, teachers should adopt diversified evaluation methods, including teacher evaluations, parent feedback, and children's self-assessments, to obtain a comprehensive understanding of the children's reading progress. Based on these evaluations, teachers can adjust and optimize their teaching strategies to enhance the overall effectiveness of traditional cultural picture book instruction.

5. Conclusion

In conclusion, integrating traditional Chinese culture picture books into early childhood education holds significant practical importance in the current era. Kindergartens and preschool teachers must acknowledge the critical value of these resources and actively work to innovate picture book teaching through diverse strategies and approaches. Alongside assisting children in learning and understanding the content of these picture books, educators should aim to instill correct values and foster the development of commendable character traits. These efforts will provide a robust foundation for children's future academic pursuits and personal growth.

Disclosure statement

The author declares no conflict of interest.

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