

# Integration of Red Aesthetic Education into Kindergarten and its Practical Paths

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**Abstract:** Red culture has important educational value. The integration of red aesthetics into the kindergarten provides strong support for children to establish correct values and historical views in the multi-cultural environment, and cultivate their creativity and aesthetic consciousness. Red aesthetic education activities should pay attention to the real embodiment of children's subjectivity and the deep integration of application and practice. Practical paths of red aesthetic education in kindergarten include art activities, multi-field penetration, traditional festivals, and red aesthetic education environment infiltration.

**Keywords:** Red culture; Red aesthetic education; Kindergarten

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## 1. Introduction

As a unique cultural heritage formed in the long-term revolution and construction of the Chinese nation, red culture carries profound historical connotations and unique spiritual values. From the perspective of aesthetic education, the introduction and application of the elements of red culture are a significant topic for discussion, and red culture is not only a cultural resource but also a spiritual wealth and educational resource.

## 2. Integration of red aesthetic education into the value of kindergarten

### 2.1. Enhancing children's historical and cultural awareness and identity

The integration of red aesthetic education into kindergartens is of far-reaching significance to enhance children's understanding of and identification with history and culture. As a special form of cultural education, red aesthetic education can provide children with a more intuitive and emotional learning experience through kindergarten. Through red aesthetic education, children can deeply understand the revolutionary history, heroic deeds, and other contents through perception and experience, and form a preliminary impression of the national history and culture. Secondly, red aesthetic education plays an active role in cultivating children's historical and cultural identity<sup>[1-3]</sup>. Through education activities with the theme of red aesthetics, we can cultivate children's admiration and respect for the revolutionary history and the martyrs, thus forming the emotional identity for the

national history and culture.

## **2.2. Enriching children's emotional experience and ability to feel**

The integration of red aesthetic education into kindergarten plays an important role in the development of emotional experience and ability to feel <sup>[4-6]</sup>. Red aesthetic education, as a form of education that combines historical culture and aesthetic experience, provides abundant emotional materials for children. In the actual teaching practice, the historical situation and heroic deeds presented by the red aesthetic elements provide strong support for the background of the activity and substantial emotional input for the content of the activity. It provides the opportunity for the children to feel and experience fully, which not only stimulates the children's curiosity and interest but also encourages the children to participate in learning activities more actively.

## **2.3. Cultivating children's creativity and aesthetic consciousness**

Creativity needs to be nurtured in a stimulating and challenging environment <sup>[7-9]</sup>. Through the in-depth introduction of history, culture, and art, red aesthetic education provides diversified creative inspiration for children through exposure to revolutionary history, heroic deeds, and other content, encouraging young children to think and express their own understanding of these elements, thus fostering their creative thinking. Secondly, the integration of red aesthetic education is conducive to the development of children's aesthetic perception. Red aesthetic education covers artworks, memorials, and other carriers, to cultivate a sense of aesthetic consciousness in children. Through observing, listening, and interacting, children can understand the historical and cultural information conveyed by the red aesthetic education, and cultivate the sensitivity and depth of aesthetic feeling.

# **3. Integration of red aesthetic education into the kindergarten development requirements**

## **3.1. Deep integration of application and practice**

The inheritance of the great party-building spirit is not only a process of socialization but also a process of cultural synthesis. Participation in practice is a direct way to promote the internalization of values <sup>[10]</sup>, thus the red aesthetic education of kindergarten children should not limited to theory <sup>[11-13]</sup>.

First of all, the promotion of aesthetic literacy is not only the growth of aesthetic knowledge but also the comprehensive cultivation of aesthetic ability, attitude, and emotion. The cultivation of this ability requires the realization of emotional resonance and internalization of values through diversified educational methods. Secondly, the integration of red aesthetic education should focus on its close contact with children's daily lives <sup>[14-16]</sup> and should be extended to children's daily life practice. In addition, the transformation and promotion of aesthetic literacy also need a process of adaptation and feedback. In this process, educators need to constantly observe and evaluate the aesthetic reactions and behavior of young children, so as to adjust the teaching methods and content.

## **3.2. True embodiment of children's subjectivity**

The weak subjectivity of aesthetic education activities cannot be truly carried out <sup>[17]</sup>. Kindergarten teachers should pay attention to children's personalities and needs. The perception of beauty mostly depends on individual aesthetic experience, and its perception, imagination, emotion, and understanding are unique and personal. Red aesthetic education should not only inculcate historical knowledge but also pay attention to connecting this knowledge with children's real life so that they can find resonance in their own life experiences.

Red aesthetic education should focus on cultivating children's subjectivity, taking into account individual differences and needs, and letting children enjoy the aesthetic process through diversified teaching methods, learn to understand and appreciate the profound value and aesthetic significance contained in the red culture.

## **4. Practical paths of integrating red aesthetic education into kindergarten**

### **4.1. Art activities**

Red aesthetic education can be integrated into kindergarten through art activities to achieve a better effect. Painting is one of the most direct expression methods for children, through the creative painting activities with red as the theme, children are imperceptibly exposed to the red aesthetic. Secondly, traditional handicraft activities are also important for children to understand the red culture. They can use red-colored cloth, thread, paper, and other handmade materials to make paper-cut and origami work in various forms. In addition to art activities, red songs and dances can also cultivate their aesthetic taste and artistic perception. As a kind of local curriculum resource, red resources exhibit the characteristics of diverse forms, clear direction, rich connotations, vivid content, and strong appeal <sup>[18]</sup>. The introduction of red songs can promote children's appreciation and perception of the revolutionary spirit, and encourage them to be good at using mathematical and intellectual technology, and multimedia to combine music with pictures and animation to create vivid learning situations for children.

### **4.2. Multi-field penetration**

Aesthetic education differs from art education, it involves the integration and penetration of multiple fields. Red aesthetic education can also integrate aesthetic education into science, health, language, and society, and combine it with daily life to help children understand and explore these fields from different angles. For example, in scientific activities, mathematics usually emphasizes the development of young children's thinking and ability to solve problems. The combination of artworks and mathematical concepts, or the use of art to explain and remember figures can improve children's interest in and understanding of mathematics while enjoying beauty. Scientific knowledge of physical chemistry can encourage children to experience do-it-yourself activities. For example, common aspects of children's lives, such as changes in transportation, can help them feel the relationship between science and national development and national revitalization, and cultivate their respect for science and love.

### **4.3. Traditional festivals**

As children are imperative to the future of China, they must be rooted in Chinese culture and civilization <sup>[19]</sup>. First of all, traditional festivals are a vivid form of cultural education. For example, the Spring Festival, Dragon Boat Festival, Mid-Autumn Festival, and so on, each festival has its own unique cultural connotation and customs, such as posting the spring festival couplets, setting off firecrackers, dragon boat racing, and eating *zongzi* (sticky rice dumplings). These customs are not only rich in profound cultural significance, they are also the cultural treasures passed down by the Chinese nation for a long time. Through the integration of red aesthetic education in traditional festival activities, children can acquire knowledge through playing and studying, and can also cultivate their aesthetics and values.

### **4.4. Red aesthetic education environment infiltration**

Through the infiltration of red aesthetic education in kindergarten, children can imperceptibly understand the value of red culture and enhance aesthetic interest. In the daily teaching process, teachers can effectively convey

the spirit and values of red culture to children by telling red historical stories and quoting typical characters and events in red culture. This also necessitates good moral quality and behavior habits in kindergarten teachers during day-to-day interaction, such as solidarity and cooperation, ready to help others, courage to take responsibility, and so on. Through teachers' care, children can also feel the spiritual power of positive qualities such as integrity and kindness, and develop their sense of social responsibility and moral sentiments.

## **5. Evaluation of the integration of red aesthetic education into kindergarten**

### **5.1. Children's understanding and acceptance of cultural elements**

Red, as a special aesthetic element, carries multiple connotations such as culture, emotion, and symbol. Therefore, observing children's understanding of red culture can not only reflect whether the red aesthetic education has achieved the expected goal, but also reveal the possible problems in teaching and the direction of improvement. Secondly, children's positive emotional experience of red culture can also be regarded as a key indicator of the realization of red aesthetic education. Red is often associated with positive, warm feelings, through observing the emotional response of young children to red, educators can evaluate whether the red aesthetic education has successfully triggered the positive emotional experience of young children.

A successful red aesthetic education should not only stay in the surface level but should also deeply explore the connotation of red in culture, art, history, and so on. Teachers can observe children's response to the red culture to assess whether the teaching content is close to the actual level of children and whether it can guide children to think deeply. In addition, the quality of learning atmosphere is the external reflection of children's acceptance of red aesthetic education. By observing whether children show a positive attitude in learning and whether they are willing to participate in activities related to red aesthetic education, educators can judge whether a positive learning atmosphere has been successfully created in the teaching process.

### **5.2. Identification and improvement of children's quality and ability**

Young children's quality ability includes not only cognitive ability, but also emotional, social, creative, and other aspects. Through the introduction of red aesthetic elements, not only can it stimulate children's aesthetic feelings, but also help to develop their creativity, social skills, and other qualities. Through the observation of children's teamwork, imagination, emotional experience, and values, we can effectively judge the implementation of red aesthetic education in kindergartens.

Red aesthetic education emphasizes the spirit of collectivism and advocates unity and cooperation. The introduction of red culture helps to stimulate cultural exchange and cooperation among children, and to promote them to establish cultural awareness in common learning. Children demonstrating excellent spirit of cooperation and team awareness in collective activities indicates that red aesthetic education has been successful in the training of team cooperation. Secondly, the cultivation of imagination is also the key index to evaluate the effect of red aesthetic education. Teachers can judge the effect of red aesthetic education in stimulating creative thinking by observing children's imagination in painting and story-writing.

### **5.3. Sharing and exchange of cultures**

The introduction of red culture in kindergarten aesthetic education curriculum can promote cultural exchange between families and schools by judging whether it helps to link kindergarten education with family culture, this is an important dimension to measure the effect of red aesthetic education. This kind of exchange not only reflects the implementation effect of red aesthetic education, but also promotes the integration of the

whole culture of educational environment and provides rich cultural foundation for children's all-round development. At the same time, a home-based cooperation supervision and evaluation system involving families, communities, kindergartens, and other parties should be established to implement the responsibilities of all parties, strengthen the implementation of policies and supervision of the home-based cooperation process, identify and solve problems in time, promote the orderly development of cooperation in the home country, and ensure the cooperation policy of the home-country and the role of parents of young children <sup>[20]</sup>.

As an important cultural heritage, the introduction of red culture in kindergarten education helps to deepen children's understanding of national history and culture. Therefore, the promotion of communication between families is a direct display of red aesthetic education. The integration of red aesthetic education promotes the inheritance and development of family culture. In the family environment, the discussion and practice of red culture can not only strengthen the cultural exchange among family members but also deepen our common understanding of and respect for our country's history. Furthermore, the implementation of red aesthetic education in kindergarten stage provides parents with the opportunity to participate in their children's education. Parents can better understand and participate in their children's learning process by joining various red culture activities organized by the school. Such participation not only strengthens the connection between family and school, but also integrates family culture and school education, forming a complementary and symbiotic relationship.

## 6. Conclusion

Red aesthetic education provides a comprehensive and in-depth path for children to understand red culture by combining children's cognitive characteristics and aesthetic needs, which helps to cultivate children's patriotism and sense of historical responsibility. The integration of red aesthetic education into kindergarten is a long-term and systematic process, which requires teachers' professional guidance, children's active participation, and family's active support. Through multi-party cooperation and efforts, red aesthetic education can be well integrated into kindergarten, laying a solid foundation for children's all-round development and lifelong learning.

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