

The Integration and Inheritance of Hakka Culture in Kindergarten Aesthetic Education Activities

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Abstract: The inheritance of Hakka culture in kindergarten aesthetic education is crucial, as it can promote children's cognitive and emotional development of local culture. This article studies the integration and inheritance of Hakka culture in kindergarten aesthetic education activities, explores the importance of kindergarten aesthetic education, the current situation of Hakka culture in kindergarten aesthetic education activities and the main problems faced by Hakka culture in aesthetic education activities. It proposes strategies to strengthen the integration and inheritance of Hakka culture in aesthetic education activities, enhance teachers' Hakka culture education ability, and provide children with richer cultural experiences and educational opportunities.

Keywords: Hakka culture; Kindergarten art education activities; Inheritance; Fuse

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1. Introduction

Hakka culture, as an important component of traditional Chinese culture, has rich historical, artistic, and cultural values, but faces the risk of marginalization in modern society and education system. The kindergarten stage is a crucial period for children's cognitive and cultural perception development. Integrating Hakka cultural elements into aesthetic education activities helps protect and inherit this unique cultural heritage and enriches children's cultural experience and aesthetic education. In addition, Hakka culture's current attention and application in kindergarten aesthetic education activities are relatively limited. Therefore, exploring how to integrate Hakka culture into kindergarten aesthetic education effectively has important practical significance and application value^[1]. It helps to enhance the awareness of the importance of Hakka culture among kindergarten teachers and parents, promotes the diversification of educational resources and the deep integration of cultural education. In addition, it also stimulates children's interest and identification with traditional culture through aesthetic education activities.

2. Overview of relevant theories

2.1. Concepts and characteristics of Hakka culture

Hakka culture is one of China's most rich and colorful cultural systems, with unique characteristics and values. Hakka culture originated from the Hakka people in Southern China, known for their tenacious personality and hardworking and intelligent traits. Hakka culture includes language, diet, architecture, clothing, traditional customs and other aspects, such as Hakka dialect, Hakka Stuffed tofu and other traditional Hakka dishes, Hakka Dragon House, "Hakka Blue" traditional clothing, and Hakka Lantern Festival ^[2].

2.2. The importance of kindergarten aesthetic education

Kindergarten aesthetic education is an important way to cultivate young children's aesthetic emotions and creativity. In early childhood, children's cognitive, emotional and social abilities are all in a critical stage of development, so aesthetic education is particularly important at this stage. Through aesthetic education activities, young children can cultivate aesthetic emotions, improve their ability to appreciate art, enhance self-confidence, promote social interaction and cultivate creativity and imagination. In addition, aesthetic education also helps children's cognitive development, improves their intelligence level, and promotes overall development ^[3]. Therefore, kindergarten aesthetic education is considered an important component of comprehensive quality education for young children.

2.3. The role of combining Hakka culture with early childhood aesthetic education

Integrating Hakka culture into kindergarten aesthetic education activities helps to achieve an organic combination of cultural inheritance and comprehensive quality education for young children. By teaching Hakka language and using Hakka stories, songs and other methods to help young children understand the language foundation of Hakka culture, they can cultivate their multilingual abilities ^[4]. Create Hakka cuisine activities, understand the cultural stories behind them and cultivate an appreciation for traditional flavors. In addition, kindergartens can hold activities such as Hakka Culture Festivals and traditional customs experiences, allowing young children to experience the charm of Hakka culture.

3. The current situation of Hakka culture in kindergarten aesthetic education activities

3.1. Analysis of Hakka cultural elements in current art education activities

Some kindergartens have begun to integrate Hakka cultural elements into aesthetic education activities to promote the inheritance and promotion of Hakka culture. According to some author surveys, some kindergartens introduce Hakka to young children through language education. Teachers teach basic Hakka vocabulary and grammar to help young children gain a preliminary understanding of the characteristics of Hakka language while some kindergartens impart knowledge and cooking techniques of Hakka cuisine to young children through food culture education. In the aesthetic education activities, the kindergarten will organize activities to make Hakka food, such as Hakka pickled Chinese cabbage powder, Hakka sauce pork, etc. By personally participating in the production, young children can understand the process of making Hakka cuisine and experience different flavors of Hakka specialty foods, thus increasing their understanding and love of Hakka culture and cuisine. Besides, some kindergartens also pay attention to the introduction of Hakka architecture ^[5]. In aesthetic education activities, children have the opportunity to understand the characteristics and historical background of Hakka architecture by displaying pictures, models or on-site visits of Hakka earthen buildings. Some kindergartens also allow young children to participate in Hakka cultural traditions through performances

and experiences. For example, holding a simulation activity for Hakka wedding ceremonies, allowing children to play different roles and experience the traditional Hakka wedding process ^[6].

3.2. Kindergarten teachers' cognition and application of Hakka culture

Nowadays, kindergarten teachers have certain differences in their understanding and application of Hakka culture. Some kindergarten teachers have a profound understanding of Hakka culture. They understand the basic concepts, characteristics and historical background of Hakka culture. These teachers can actively introduce Hakka cultural elements, such as language, food, architecture, etc., in aesthetic education activities to enrich children's cultural experience ^[7]. They actively seek textbooks and resources related to Hakka culture to better convey knowledge of Hakka culture to young children.

However, another kindergarten teacher group has a relatively shallow understanding of Hakka culture. These teachers have a limited understanding of Hakka culture and are not very clear about its characteristics and values. Therefore, aesthetic education activities rarely involve elements of Hakka culture, resulting in fewer opportunities for young children to be exposed to Hakka culture in kindergarten. This cognitive difference affects the integration and inheritance of Hakka culture in aesthetic education activities. In addition, some kindergarten teachers are facing a shortage of textbooks and resources. Even though they have a certain understanding of Hakka culture, it is difficult to effectively introduce Hakka culture into aesthetic education activities due to the lack of relevant textbooks and resources. This has also become an obstacle to the inheritance of Hakka culture ^[8].

4. The main problems faced by integrating Hakka culture into kindergarten aesthetic education activities

4.1. Lack of Hakka cultural elements in aesthetic education content

In the process of integrating and inheriting Hakka culture, a major issue is the lack of Hakka cultural elements in aesthetic education content. Many aesthetic education activities in kindergartens are still dominated by mainstream culture and elements of Hakka culture are often overlooked or less involved. This situation leads to a limited understanding of Hakka culture among young children, making it difficult to understand Hakka culture fully ^[9]. The lack of Hakka cultural elements in aesthetic education content is due to reasons such as textbook selection and insufficient teaching resources, which restrict the integration and inheritance of Hakka culture in kindergarten aesthetic education activities.

4.2. Insufficient reserve of Hakka cultural knowledge among teachers

Kindergarten teachers lack sufficient knowledge of Hakka culture. In aesthetic education activities, teachers play a crucial role in guiding and imparting knowledge, but many teachers have a limited understanding of Hakka culture ^[10]. They lack a deep understanding of Hakka culture and are unable to integrate elements of Hakka culture into their teaching effectively. The insufficient knowledge reserve of teachers leads to a lack of vivid and rich expression of Hakka culture in aesthetic education activities, which limits children's comprehensive understanding of Hakka culture.

4.3. Low parental involvement and insufficient understanding

Another issue involves parental involvement and awareness. Some parents do not understand the value and significance of integrating Hakka culture into aesthetic education activities, and their participation in the activities is relatively low. They are not very familiar with Hakka culture and believe that aesthetic education

activities should focus on academic knowledge and academic performance while ignoring the importance of cultural inheritance. The low participation and insufficient understanding of parents can hinder the promotion of Hakka cultural integration in kindergarten aesthetic education activities, leading to limited effectiveness of aesthetic education activities.

5. Strengthen the integration and inheritance strategies of Hakka culture in aesthetic education activities

5.1. Enhancing the Hakka cultural characteristics of aesthetic education content

The selection of textbooks is the key to the successful integration of Hakka culture into aesthetic education activities. Kindergartens should seek books, music, stories, and other teaching materials with Hakka cultural elements to enrich the content of aesthetic education activities. These textbooks should be able to arouse children's interest and enable them to have a deeper understanding of Hakka culture. Besides, teachers can also plan and design diverse art education activities. Art education activities should include various forms, such as painting, handicrafts, music, dance, etc., to stimulate children's creativity and expression ability ^[11]. In these activities, targeted elements of Hakka culture can be introduced. For example, allowing young children to create traditional Hakka handicrafts, learn to sing Hakka folk songs, imitate Hakka dances, etc., in order to integrate Hakka culture into various aesthetic education activities.

Kindergarten teachers must have sufficient knowledge of Hakka culture to effectively impart it to young children. Kindergartens can organize specialized training and invite Hakka cultural experts or scholars to explain the history, language, cuisine, traditional customs and other aspects of Hakka culture ^[12]. Teachers can also visit places related to Hakka culture to increase their personal experience and enhance their understanding and appreciation of Hakka culture. Establishing connections with the Hakka community and local Hakka communities can provide rich Hakka cultural resources for kindergartens. Kindergartens can invite elders from the Hakka community to share the stories and traditions of Hakka culture or organize visiting activities to allow young children to have a close encounter with the practical application and inheritance of Hakka culture.

5.2. Enhancing Teachers' Hakka Culture Education Ability

One of the keys to strengthening the integration and inheritance of Hakka culture in kindergarten aesthetic education activities is to enhance teachers' Hakka cultural education ability. Kindergartens can invite Hakka cultural experts or scholars for specialized training, which can include the characteristics, development process, and association with other cultures of Hakka culture to help teachers better understand the history, traditions, language, cuisine and other aspects of Hakka culture ^[13].

Kindergartens can collect and organize teaching materials, picture books, videos, music and other educational resources related to Hakka culture for teachers to use. These textbooks should be classified according to children of different age groups and teaching content, so that teachers can flexibly choose and apply them. Such a textbook library can enrich the content of aesthetic education activities and provide diverse teaching resources. Besides, it will encourage teachers to conduct independent research and innovation and in-depth research on Hakka culture and explore innovative integration points with aesthetic education activities. Teachers can develop new teaching materials, design Hakka cultural education activities that cater to the characteristics of young children and continuously improve and perfect them in practice. Kindergartens can provide support, such as research funding and sharing platforms, to encourage teachers to innovate and conduct independent research.

Kindergartens can conduct regular assessments of Hakka cultural education abilities to understand teachers'

knowledge levels and educational practices. Through feedback, it is possible to identify the shortcomings of teachers in Hakka culture education and provide targeted training and support ^[14]. At the same time, kindergartens can also encourage teachers to share their experiences and textbooks with each other, establish a platform for exchanging educational experiences and promote common learning and progress. In addition, kindergartens can also provide tracking guidance for teachers aside from dispatching specialized educational advisors or mentors to track and guide teachers in their Hakka cultural education practices.

5.3. Strengthen parental participation and collaboration

In order to strengthen the integration and inheritance of Hakka culture in kindergarten aesthetic education activities, a series of measures need to be taken to enhance parental participation and cooperation.

Kindergartens can establish a regular parent communication mechanism. Kindergartens can hold regular parent meetings, symposiums or family activities to communicate important information about aesthetic education activities and the integration of Hakka culture with parents. This opportunity can help parents understand the educational philosophy and goals of the kindergarten, as well as the role of Hakka culture in it. At the same time, parents can also listen to their opinions and suggestions, thus establishing positive interactive relationships. On the other hand, kindergartens can provide parental education and training. Kindergartens can organize lectures, seminars, or workshops on Hakka culture to help parents understand the importance and value of Hakka culture. These trainings can cover knowledge about the history, traditions, language, cuisine and other aspects of Hakka culture so that parents can better support their children's learning in aesthetic education activities ^[15]. In addition, methods and resources can be provided to educate parents on how to inherit Hakka culture in their families actively.

Kindergartens and parents can jointly plan and implement home kindergarten cooperation projects to promote the inheritance of Hakka culture. For example, family culture exhibition activities can be organized to allow parents and children to showcase the characteristics and traditions of Hakka culture together. This type of project can strengthen the connection between parents and children, and jointly participate in the inheritance of Hakka culture. Kindergartens can create a platform for parents to share resources related to Hakka culture, such as books, photos, stories, recipes, etc. Such resource sharing can help expand the scope of family cultural inheritance, allowing more families to participate in the inheritance of Hakka culture. Kindergartens can provide online or offline sharing platforms for parents to share their cultural experiences and stories.

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