

## Development Value and Path Selection of Kindergarten Curriculum Resources of Tibetan Traditional Culture

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### Abstract

It is an important field of preschool education study to carry out the kindergarten curriculum that conform to the local and that are suitable for children's physical and mental development. Tibetan traditional culture is the sum of the material wealth and spiritual wealth that are created by Tibetan people in a unique geographical and cultural environment, which has unique regional characteristics and life atmosphere. It is an important part of the Chinese traditional culture, which has constructive value for the development of early childhood curriculum, identify value and inherit value. Based on the traditional Tibetan culture, the development of preschool curriculum resources should adopt the strategy of clarifying the concept of preschool curriculum, following the principles of living and playing, and adhering to the cooperative development of home, developing related courses and constructing the curriculum system.

**Key words:** Tibetan traditional culture; Early childhood curriculum; Curriculum resources; Curriculum development

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### 1. INTRODUCTION

The development of the curriculum resources of kindergarten is put forward by Chen Heqin, a famous children's educator in China in the 1920s and 1930s, in accordance with the chaotic state of blind plagiarism in China's early childhood education to imitate the foreign educational thoughts. The kindergartens are required to adapt to the actual situation of the country. <sup>[1]</sup>With the advancement of kindergarten curriculum reform and by combining children's daily life, the curriculum resources has been developed, which has become an important trend in the construction of kindergarten curriculum system. The "Outlines for the Guidance of Kindergarten Education" promulgated by the Ministry of Education clearly states that "All kinds of kindergartens in urban and rural areas shall proceed from reality, implement quality education in accordance with local conditions and lay a good foundation for the development of children's life.", which also emphasized that kindergarten curriculum shall be consistent with the actual life of young children, striving for building the kindergarten curriculum into a learning platform for children to take part in independently and build independently. Taking the guidance and ideas of kindergarten curriculum development put forward in the "Outlines for the Guidance of Kindergarten Education" to examine the current kindergarten curriculum system, it can be seen that the weakest link is the development of national traditional culture curriculum resources. The Tibetan area has a large number of traditional cultural resources and contains rich educational value. The development and utilization of traditional curriculum resources in Tibetan areas can not only enrich the lives of children in Tibetan areas, promote the physical and mental development of young children, and stimulate children's love for their hometown culture and is conducive to the inheritance and development of Tibetan culture, but can also improve the professional skills development of kindergarten teachers in the region and the understanding of Tibetan culture. Thus,

the study on the development and utilization of children's curriculum resources in Tibetan areas will consolidate and improve the quality and benefits of compulsory education in ethnic areas, which are of great significance and value.

## 2. OVERVIEW OF TRADITIONAL TIBETAN CULTURAL RESOURCES

The Tibetan culture is formed and developed in the unique social and historical environment of the humanities system of the heavens and the earth. It is just due to these developments that the Tibetan culture is full of vitality and shows its eclectic cultural integration. In the curriculum of national development, the Tibetan people have created a splendid national culture in the aspects of language, music, dance, festivals, astronomy, Tibetan medicine, handicrafts, etc., and accumulated a heavy national cultural tradition. The Tibetan traditional culture embodies the ingenuity of the Tibetan people, whose rich and diverse cultural resources are the most valuable regional textbooks for early childhood education. From the perspective of the development of early childhood curriculum, the Tibetan traditional culture can be divided into the categories as follows:

### 2.1 Culture Orally Inherited from Their Ancestors

With the acceleration of the modernization process as well as the influence of foreign cultures, the culture orally inherited from their ancestors faces the danger of fault and the failure to be handed down from past generations in the face of the strong occupation of written culture and the mass culture of various emerging media. The culture orally inherited from their ancestors mainly includes the Tibetan language, myths and legends, epics, folk songs, children's songs and folktales. The essence of oral historical memory lies in "preserving the voice of the past that is dying." For instance, the Tibetan epic "*Epic of King Gesar*" (referred to as "*Gesar*") has always relied on folk rap artists to pass on in oral form. However, the successive deaths of old artists and modernization result in the dissolution of the traditional cultural language, and the situation of "the songs vanish with the people's death" has emerged. In the children's world of Tibetan areas, every Tibetan child has more or less heard the story of King Gesar, and has filtered and organized the story of King Gesar to develop resources for children's curriculum, which will be suitable for children. The story of Gesar, a national hero, is passed on in a simple and easy way, so that children play the role of "inheritors" in educational life and inherit national culture.

### 2.2 Posture Culture

Tibetan posture culture includes folk songs and dances, folk games, and folk instruments. For instance, Tibetan games have a long history, which are rich and colorful. Tibetan children and teenagers have their favorite games in various parts of Tibet. It is said that as early as 1500

years ago, there were a variety of types of game activities in the Wangguo Festival in the Yanaon area. Various game activities are held in almost many religious and folk festivals and celebrations. On the walls of places of interest such as the Potala Palace and the Jokhang Temple, there are game screens of wrestling, holding stones, and sitting on the seesaw. Like the children in other regions, there is can't no game for the game of "eagles catch the chickens" in childhood memories. This is one of the favorite games of Tibetan children, which is called "降容劳雅" (Tibetan expression) and there are attackers, protectors, and protected persons in the game. This kind of traditional game developed into a preschool curriculum, which is not only imperceptibly influencing Tibetan children, making them have a kind heart, but also promote the language development of children to some extent.

### 2.3 Art Culture

The art culture mainly includes Tibetan painting art, sculpture art, daily crafts, national costumes and architectural art. Techniques, such as painting and sculpture, can enable the students to constantly move and study. What they bring to children is not only the knowledge of the characteristic culture, but also the opportunity to train students to create and develop culture. Choosing these materials as the resource for children's curriculum means is just to let the students experience the diligence and wisdom, the feelings of entering the WTO, the aesthetic taste and the creative spirit of the Tibetan people from the characteristics and cultural connotations of various arts, and to inspire young children to love the emotions of their own people, and inspire them to inherit, promote, develop and create all kinds of artistic beauty.

### 2.4 Folk Culture

The Tibetan folk culture, which includes Tibetan food culture, festival culture and etiquette culture, is the most important, basic and core part of the entire national cultural tradition which has an invaluable spiritual and cultural values. The fragrant and tasteful butter tea, the colorful costumes, the grand ceremonies, the burial of the birds of the heavens, the taboos of fear and self-discipline, the expectation of rogue festivals all show the rich forms of life. For instance, eating and drinking tea and children's enjoying these foods from childhood, etc, all make them have a certain understanding of the production process of these foods, develop them into curriculums, let them feel the atmosphere of folk culture through comprehensive practical activities, and cultivate the etiquette education of children's hospitality, playing a role in protecting the folk culture of the nation.

The rich and colorful Tibetan culture is a good resource for the development of early childhood curriculums. Curriculum development shall be on the basis of the understanding of young children, fit with the life experience of young children, and build a local, national-based preschool curriculum system that is guided by the

concept of multicultural curriculum development. In this way, it can not only enrich the educational activities of kindergartens and the learning contents of young children, but also can change the boring, monotonous, unattractive, unified curriculum model. The contents of the curriculum are close to children's life, which are more in line with the development needs of young children and can promote the overall development of children's mind as well as body.

### **3. THE VALUE OF DEVELOPING TIBETAN TRADITIONAL CULTURE PRESCHOOL CURRICULUM RESOURCES**

#### **3.1 Construction Values: Perfect the Early Childhood Curriculum System**

The curriculum system generally refers to the system that unites a variety of components of the curriculum in the dynamic process to the curriculum system under the guidance of certain educational values. It is a means to realize the purpose of kindergarten education, which is to help young children to obtain useful learning experiences and promote the sum of a variety of activities for the comprehensive and harmonious development of mind and body. Judging from the current situation of kindergartens in ethnic areas, the unique characteristics of the curriculum are obvious, and the curriculums offered by kindergartens in non-minority areas are similar. This one-dimensional curriculum influences children's recognition of their own culture and also influences their understanding of the cultural diversity of the Chinese nation. The contents of the curriculum are far from the life experience of young children, and the monotonous, mechanical and boring knowledge dispel the interest of young children in seeking knowledge. In the time background of "promoting traditional culture through starting from the young age" and cultivating multiculturalism, on the basis of the traditional culture of Tibetan areas as a curriculum resource, the development of a local curriculum with local characteristics can not only make up for the defects of the kindergarten curriculum system, but also can improve the curriculum contents.

#### **3.2 Identity Value: Improve the Sociality of Young Children**

The Tibetan nationality has rich national culture, such as the Tibetan people's life culture, life etiquette culture, folk traditional culture, art culture, religious beliefs and festival culture. Living in a rich Tibetan culture atmosphere can not only make people in Tibetan ethnic areas form a good spiritual and cultural quality, such as honesty, kindness, hard work, diligence and simplicity, but also form many valuable material culture, such as Tibetan musical instruments, Tibetan paintings, folk medicine and craftsmanship. Combining these Tibetan cultural resources with the rules of children's physical

and mental development, developing them into early childhood curriculums, and incorporating them into kindergarten curriculum activities can help young children understand social life and take part in social life, which are conducive to improving children's adaptability and identity to daily life in society, and promoting the synergy between children's physical and mental development and social and cultural communication. This can also achieve the effect of half the work with double results in terms of the ideological and moral education of children in Tibetan areas, hands-on production, art appreciation and production techniques.

#### **3.3 Inheritance Value: Cultivate Children's National Cultural Consciousness**

As a member of the Chinese nationalities' family, the Tibetans are one of the countries with a long history, and the personality of diligence, courage and wisdom. Tibetan culture is a plateau culture created by human beings in adapting to nature and transforming nature in a unique humanistic system. In the long history of thousands of years, Tibetan people have prospered on The Tibetan plateau and struggled to conquer nature. Tibetan culture is a plateau culture created by human beings in the process of adapting to and transforming nature in the unique humanistic system between heaven and earth. In the long history of thousands of years, Tibetan people have been living long and prospering on The Tibetan plateau. In the struggle to conquer nature and in the evolution of social development, the Tibetan people, with their wisdom and diligence, have created a unique and rich material as well as spiritual culture, which has the distinctive national characteristics and the unique social attributes. Whether it is traditional handicraft production, folk mythology, song and dance skills and children's songs, or the social customs, traditional festivals, they are all penetrated with the value orientation and aesthetic orientation of Tibetan culture are infiltrated. Thus, integrating the resources of Tibetan traditional culture curriculum into the early childhood curriculum system is conducive to children's understanding of traditional culture from a young age, so that children can carry excellent traditional cultural genes in the melody of the rapid advancement. In the infiltration of modern multiculturalism, there are both the spirit land that will not lose the pace of progress, but also the outlook of the world, which make the Tibetan culture not become a culture with a limited outlook.

### **4. DEVELOPMENT STRATEGY OF TIBETAN TRADITIONAL CULTURE PRESCHOOL CURRICULUM RESOURCES**

On the basis of the Tibetan traditional culture, the curriculum developers shall fully understand the physical and mental laws of Tibetan children, the characteristics of

Tibetan kindergartens and the cultural characteristics of Tibetan nationalities.

#### 4.1 Clarify the Concept of Early Childhood Curriculum

In the development of early childhood curriculum, the concept shall be clear. On the basis of national traditional culture, it is necessary to abide by the scientific nature of the construction of early childhood curriculum, as well as the effective unity of purpose and direction. The curriculum shall aim at the physical and mental health of young children, let the children return to life, return to nature, and let the children learn happily in the process of personal experience, perception and experience, so that the learning process can be full of inquiry consciousness and vitality and can promote children's balanced and individualized development in a learning atmosphere of autonomy, cooperation and inquiry. Secondly, it is necessary to fully take into account the geographical, family, social background and children's interest differences in Tibetan areas. For instance, the regional differences in urban areas, agricultural areas and pastoral areas will lead to students' differences in life experiences of different cultures, the uniqueness, the highlighting of individuality and specialty while achieving the balanced development.

#### 4.2 Follow the Principles of Life and Game

Games are children's favorite activities. For children, games are the life itself, which have a close relationship with children's physical and mental development. The significant feature of children's games is their imitation of real life and re-creation. Children recall past experiences in the game and reproduce past experiences. The game gives children the opportunity to understand themselves, others, and the environment. For children, games are an essential thing of children every day, which are important to the educational value of children. The "Outlines for the Guidance of Kindergarten Education" pointed out that the construction of the kindergarten curriculum system must abide by the life and gamification. "Kindergartens shall provide a healthy and rich living and activity environment for children so as to meet their various development demands and make them obtain experience in physical and mental development in their happy childhood life." The development of traditional culture curriculum resources in Tibetan areas must first stimulate the interest and motivation of young children's learning. The contents of the curriculum are the reproduction of children's life experience.

#### 4.3 Abide by the Coordinated Development of Homes and Gardens

The "Outlines for the Guidance of Kindergarten Education" (referred to as the "Outline") pointed out: "The family is an important partner of the kindergarten, which shall strive for the understanding, support and active

participation of parents in the principle of respect, equality and cooperation, and actively support and help parents improve their educational abilities." In the interpretation of the "Outline", Kong Qiyang pointed out that "the so-called home cooperation means that kindergartens and families (including communities) regard themselves as the main body for promoting children's development."<sup>[2]</sup>The two sides actively understand each other and cooperate with each other, mutually support, through the two-way interaction between kindergarten and family to promote children's physical and mental development." Family is the smallest unit of the society, which is the best place for the inheritance of a national culture. Whether it is the spiritual culture or the material culture of the Tibetan people, the family is a concrete carrier and the initial place for young children to accept traditional cultural resources. Thus, the development and construction of children's curriculum resources in Tibetan areas cannot be separated from family support as well as mutual assistance. There are many channels as well as forms for family to take part in the construction of early childhood curriculum. Parents can collect picture materials, audio-visual materials, handicrafts for the construction of the curriculum, perform traditional folk music songs and dances in kindergartens, play national musical instruments, and spend traditional festivals with young children.

Under the background of multicultural education, it is necessary to make rational use of local cultural curriculum resources, develop and implement a garden-based curriculum with kindergarten characteristics suitable for children's physical and mental development, and adopt various learning methods to guide children to experience the cultural essence of the motherland, nationality and region. It is a basic point of the development of children's education. Tibetan culture is an important part of Chinese traditional culture. On the basis of the traditional culture of Tibetan areas, children's curriculum resources are developed to enable children to experience traditional Tibetan games, to appreciate Tibetan folk art and folk culture, to feel the extensive knowledge and profound scholarship of Tibetan culture, and to germinate young children the sense of pride and spiritual belonging of the hometown culture imperceptibly, and cultivate modern Chinese who love their hometown, love the nation, and love the motherland.

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