

Exploration of Local Nursery Rhyme Penetration Teaching Method in the Context of 3-6 Years Old Children's Learning and Development Guidelines: Taking Huizhou Hakka Nursery Rhyme "Sang Er Peng Peng Fei" as an Example

Boning Miao*

School of Education Science, Huizhou University, Huizhou, Guangdong, 516000, China

**Corresponding author*

Keywords: 3-6 years old children's learning and development guidelines; Penetration teaching; Local nursery rhymes; Hakka; Early childhood education

Abstract: Based on the guiding concept of Guidelines for Children's Learning and Development of 3-6 Years Old (the Guidelines), this study conducts a research on the practice of penetration teaching method of local nursery rhymes in Huizhou. The research selects senior kindergarten class children as the research object, mainly from the field of language, art and health, combined with the four aspects of the body "ear", "mouth", "body", "brain" to carry out penetration teaching to cultivate children's listening ability, Oral communication ability, physical coordination ability, imagination, creativity and other comprehensive development, and finally proposed that kindergarten teachers should interpret local nursery rhyme culture according to the "Guidelines", carry out penetrating curriculum design, prepare for penetrating teaching and research, and combine with parents Resources for advice on homesteading.

1. Introduction

Hakka dialect is the local language of Huizhou, Huizhou Hakka nursery rhymes is a very good regional literature and art. The text carried in its length is not completely Mandarin, but the Hakka dialect transliteration of the text, its pronunciation is interesting, can attract the attention of children. Unlike storytelling, nursery rhymes are shorter and more rhythmic. Traditional nursery rhymes teaching is mainly in the form of chanting, the form is single and the content is thin, resulting in children's learning interest is not high, the learning effect is not good. The Guide to Learning and Development for Children aged 3-6 (hereinafter referred to as the Guide) puts forward that the development of children is a whole, and attention should be paid to the mutual penetration and integration between fields and goals.[1] The nursery rhyme "Sac Er Pengpeng Fei" is selected in this study. In order to enable children to feel the traditional culture in the local nursery rhyme, feel the charm brought by the rhyme and get various development, the teacher adopts the penetrative teaching method and integrates the Orff music teaching method into the teaching activities. Through painting

activities, children can present the world of nursery rhymes in their minds, so as to achieve an integrated learning effect in the field of language, art, health and society.

2. Choice of Nursery Rhymes

First, Identify local nursery rhymes. Huizhou is the central city of the middle and lower reaches of the Dongjiang River. It is located in the intersection zone of Hakka culture, Guangfu culture and Chaoshan culture. Various cultures blend and integrate with each other, while Huizhou absorbs various families and forms its own unique Dongjiang culture.[2] Dongjiang culture is integrated into People's Daily life and provides unique educational resources for kindergartens. Hakka culture is an important part of it. Hakka nursery rhymes, as a form of language expression full of childlike interest and local flavor, are life-oriented, child-oriented and colloquial. They are comprehensive educational materials with regional cultural characteristics, and are of great value to the healthy and comprehensive development of children's language, art, society, science and other aspects.[3] The teacher collected Huizhou Hakka nursery rhymes as the main clue, and finally selected 30 local Hakka nursery rhymes from different local cultures as the selected objects for the design of teaching activities.

Second, Age range. Teachers target at 3-6 years old children. In the selected 30 nursery rhymes, a total of 12 suitable nursery rhymes for the three ages of primary class, middle class and senior class are finally selected based on the physical and mental development and learning characteristics of children. "Sang Er Peng Peng Fei" is one of them. Although the length is relatively short, the content is rich and lively. In addition, the local dialect itself is a little difficult for children to read and read.

Finally, Determine the domain. The Guide points out that children's development is an integral whole, and attention should be paid to the mutual penetration and integration between fields and before goals, so as to promote the comprehensive and coordinated development of children's body and mind. In traditional teaching, nursery rhymes are mostly taught to children in the form of chanting, simple content, less interesting, can not meet the needs of children. Huizhou Hakka nursery rhymes are different from general nursery rhymes in pronunciation. If children still follow the old method, they will feel boring and unable to understand the meaning. Therefore, by combining the cultural characteristics of nursery rhymes with children's existing knowledge and experience basis, teachers adopt the penetrative teaching method, which skillfully combines the fields of language, art, health and society, and draws on the educational concept of Anji, paying more attention to the sensory experience and cultivation of children's "ears", "mouth", "body" and "brain" in teaching activities.

3. Osmotic Teaching Method

In the literal sense, it is like a drop of water falling on a paper towel and gradually being absorbed and then spreading out. From the biological point of view, it is actually a phenomenon of water molecules through a semi-permeable membrane diffusion. Joe in America Bruce Joyce and Marsha Weil put forward the four categories of teaching mode, one of the most novel, the most distinctive is the "information processing model" (Information Processing Models), and infiltration type teaching mode is one of the branches. Osmotic teaching mode refers to that the educator guides the educatees to feel and experience according to certain educational objectives and with the help of specific teaching platforms or environments, and produces the "ultimate pursuit" of educational objectives consciously or unconsciously in the subconscious, conscious and pre-conscious, so that the educatees can "get optimization in the infection and edification".[4] Infiltration education also has the characteristics of concealment, indirect, progressive and extensive.[5] In early childhood education, osmotic teaching requires teachers to take the interpenetration between fields as the core and effectively link the contents of the five fields horizontally.[6] By mobilizing children's various body

senses, teachers guide children to feel and understand the nursery rhymes, explore the rhythm of the nursery rhymes in reading, feel the emotion of the nursery rhymes in rhythm, and express the imagination of the nursery rhymes in painting, so as to promote the all-round development of children.

4. The Osmotic Teaching of Nursery Rhymes

First, Nursery rhymes in the ear. The "Guide" put forward: "to guide children to learn and listen carefully." Listening is the foundation of children's language learning and the enlightenment of cultivating language ability. Listening is a way for children to communicate with the external environment. With the help of language tools, they can understand people and things around them and thus achieve internalization. Only those who listen carefully and are good at listening can capture the information contained in the language, truly understand the content of the work, and gradually master the skills of communicating with people. As Huizhou nursery rhymes are local nursery rhymes, they have the particularity of language pronunciation, and their pronunciation is a major feature, which requires children to listen to them carefully. Before the activity began, the teacher asked the children questions step by step in an inviting way to understand their existing experience. The general question is: "Have you ever heard Hakka? Which children are Hakka? Do you speak Hakka at home?" Then, the teacher set up the suspense, gave a small riddle and invited the children to guess the protagonist of the nursery rhyme "dragonfly". The raising of the above questions helped lead to the theme of Hakka nursery rhymes, which also successfully attracted the attention of children and stimulated their curiosity. During the implementation of the activity, the teacher used rhetorical questions to guide the children to think: "How is dragonfly expressed in Hakka dialect?" Stimulate children's interest, make children from passive to active, improve children's learning initiative, and promote children to find answers from the first nursery rhyme. Teachers' emotional chanting, cadence, facial expressions and body movements all unconsciously convey the information in nursery rhymes to children, making them feel different emotions from the words. The imitation of pronunciation and intonation successfully aroused the interest of children, in which exaggerated high and low tones firmly grasp the children's ears. Children through the "ear" to listen to this means of nursery rhymes for preliminary feelings. Children have had a "broken wall" experience of nursery rhymes through hearing, and then the teacher carried out a program named "Listen to the password, Become a Dragonfly!" The teacher randomly say the five features of people, children should put their hands to the position of the five features when they hear the corresponding features, such as covering their eyes, covering their mouth, etc., wait to hear the teacher say: "dragonfly!", children should spread their hands to make a flying appearance). Teachers create game scenes through a slightly nervous mysterious tone to create a teaching atmosphere and ignite children's interest again. "Kindergarten work Regulations" clearly put forward that games are an important form of comprehensive development education for children.[7] Fun games can not only exercise children's auditory information processing ability, but also keep children's participation in activities, promote children to enter the state as soon as possible, and make the classroom more vivid.

Second, Nursery rhymes in the mouth. "Early childhood is an important period for language development, especially for spoken language," the guide states. They also need to be able to speak their native or local language." The pronunciation with local characteristics has become a highlight of Hakka nursery rhymes. After children understand the general outline of nursery rhymes by hearing, they need a closer understanding. The study proposes that teachers should establish process consciousness, that is, children's learning and development is a continuous, gradual and spiraling process, so teachers should think about the front and back repeatedly when organizing any teaching.[8] Huizhou Hakka nursery rhymes are unfamiliar to children who have not been exposed to Hakka dialect. Teachers will set up similar Hakka nursery rhymes to assist them before reading them

formally. After listening to the children's song, the teacher first asked the children's feelings: "children, do you think this song is good?" Can help children express their feelings through language. Then the teacher gave some guidance: "Today, the teacher will teach you to learn how to read this nursery rhyme in Hakka, OK?" Pre-activity questions can keep young children focused and prepared in advance. The teacher then read aloud for the first time to create a relaxed and free environment for children, so that children dare to try, willing to show. Encouraged by the teacher, the children personally experienced a Hakka nursery rhyme singing, imitating the teacher's pronunciation and intonation made them feel very interesting. After the recitation, the teacher with: "children do you know what kind of story just told the nursery rhyme?" The open questions guided children to have a potential recall and review of the nursery rhymes they just read, which aroused children's enthusiasm and made them willing to think with the teacher. Because of the limitations of language knowledge, many children do not understand the content of the dialect, so they have great expectations for the teacher's explanation. In the process of explaining nursery rhymes, teachers do not blindly tell children what is in the nursery rhymes and what is described in them, but let children feel them first and then try to read them through rich facial expressions and intonation. Reading aloud has been described as a means of translating a particular system of writing into language and understanding it and as an alternative to understanding speech.[9] Like learning a foreign language, reading aloud helps activate the brain and form a preliminary impression of previous experience before it is understood. At this stage, children try to guess the emotional attitude and descriptive object described in the context according to the pronunciation and intonation, which improves children's inquiry ability. Reading aloud helps to create a relaxed teaching environment where young children can boldly and actively try to imagine their inner world of nursery rhymes.

Third, Physical nursery rhymes. "Young children are willing to participate in activities such as rhythmic activity," the guide states. The teacher combined the nursery rhyme with the Orff method of music teaching. Orff music teaching method is a music education system and teaching method founded by Karl Orff, a German composer and music educator. He believes that the purpose of music education is by no means to completely master musical skills, nor is it only to improve people's musical literacy. It should give full play to the special functions of music in cultivating people's independent personality, sense of space, creativity, imagination, cooperation and coordination.[10] This has some overlap with the concept of osmotic teaching. When reading the nursery rhymes, the teacher deliberately used rhythmically broken sentences such as: sac er/Peng Peng Fei; Auntie/pick your tail. The teacher through the demonstration with the teaching assistant teacher, let the children understand the clapping rules through observation that when they hear the teacher read a sentence, to repeat the last three words of this sentence, for example, teacher: Sang Er/Pengpeng fei; Young child: Peng Peng Fei. After the demonstration, the teacher asked, "Do you know how to say it?" "I know!" cried the child. And show a state of urgency. Here the teacher does not need to say much, just need to show clearly. After children feel the rhythm of the nursery rhyme and master it, the teacher adds the corresponding clapping actions, such as: bager (clap)/Pengpeng (clap)/Fei (clap).....Oh!(Clap)/Twist (clap)/fall, twist (clap) a/grass (clap)/straw/grass (clap).The rich rhythm of singing and clapping lets children feel the rhythm of nursery rhymes and cultivates their coordination ability. When the children master, the teacher added the physical activities such as pounding the table and stamping feet, and through the question: "What can you think of action?" Invite children to participate in the design of the movements. Finally, the teacher said, "Your imagination is so rich, the teacher could not design so many actions!" Encouraging language to children's performance to give full affirmation. The movement of the body increases the range of movement of the body, transforming the nursery rhymes from static reading to interactive behavior. Feeling is one of Orff's ideas. Feeling nursery rhymes through Orff's teacher's use of body language is the localization practice of Orff's music teaching method. At the same time, it also practices the concept of penetrative

education and teaching, that is, integrating the teaching methods of art and health in the field of language teaching.

Finally, Nursery rhymes in the brain. "Young children should be able to express their feelings and imaginations using multiple tools, materials or different techniques of expression," the guide states. Through painting, children's feelings can be concretized. Teachers provide children with a variety of painting materials, without any form of restrictions, let children express their most real ideas through the brush. Under the foundation of the previous class, the teacher has created a relaxed psychological environment for children, and the respectful and encouraging environment is conducive to children's free expression. Before drawing, the teacher provided several pictures of rural fields and consciously guided children to create through heuristic questions. Inspiring questions is the key to guide children's painting creation, but also the key to play the leading role of teachers.[11] The types of questions can vary as follows: What is straw grass like? What happens to the grass on which the dragonfly stands? How does a dragonfly fly and stop? The purpose is to provide children with a thinking Angle and clues, guide children to divergent thinking, stimulate children to find different answers, encourage children to boldly express and communicate. Then use situational speech guidance: "Please close your eyes and imagine that you are in a field full of rice fragrance. Suddenly, a small dragonfly flies over you and you want to catch it. "Let the children think for a moment, open their eyes again, and draw the beautiful scene in their mind. In the process of painting creation, children express their feelings and mood through concrete forms, enriching their aesthetic perspective and promoting their understanding of the contents of nursery rhymes. In this painting activity, teachers set reasonable goals from the basis of language field, combined with art field, according to the law of children's physical and mental health development, and combined art with nursery rhymes to promote the development of penetrative teaching.

5. Suggestion

Interpret the local nursery rhyme culture according to the Guide. To carry out permeable teaching requires teachers to be familiar with the five fields of curriculum in kindergartens according to certain educational guidelines, dig the educational value in activities, and promote the development of children in emotion, cognition and ability. In the course design, we should have "guide" in mind, make full use of the life-oriented characteristics of local nursery rhymes, explore different directions in five fields, and find the interface that can be connected with them, so as to make nursery rhymes curriculum activities as a whole, so as to improve the quality of the course and clarify the unique value of the course.

The "Guide" under the guidance of osmotic course design first, experience preparation. Teachers should be fully prepared before class, including children's experience preparation, teachers' experience preparation, teaching environment experience preparation. First of all, the experience of children is the foundation, in the preset activities, the teacher should have the experience of children in the activity, the need to develop after the activity to think, do know well.[12] Secondly, teachers should pay attention to their own experience preparation and correctly understand nursery rhymes. Secondly, environmental preparation. Studies have pointed out that children will exhibit specific behaviors in specific environments. [13] Environment creation can provide children with imperceptible experience preparation. Second, the osmotic integration of activities in various fields. In the permeable field curriculum of kindergarten, the core idea is the mutual integration of the five fields, with the specific education content of each field as the main line and the theme of teaching as the dark line, so as to build a scientific and reasonable early childhood education system.[14] When designing relevant teaching activities, teachers should take one field as the main direction and then extend the field of mutual promotion. For example, the nursery rhymes teaching activities mainly in

the field of art in this paper integrate language, society and health, and integrate reality into art. Teachers look for materials in life combined with nursery rhymes, figurative, visual and dynamic words, so that children can experience the rhythm of nursery rhymes, understand the content of nursery rhymes, feel the local cultural characteristics brought by nursery rhymes, cultivate their social emotions, and promote their emotional expression, so as to achieve the purpose of all-round development.

The preparation of osmotic teaching and research. Kindergarten penetrating domain curriculum is a new achievement in the field of kindergarten curriculum research in recent years. It is based on the field and takes familiar content of different fields as the premise of curriculum design and implementation.[15] It has a high requirement for the quality of the teacher team, and is generally difficult for novice teachers to master. The policy system, leadership level, interpersonal atmosphere, teacher evaluation and operating mechanism of kindergarten all play a key role in the professional growth of teachers.[16] Therefore, kindergartens should not only create a good atmosphere, but also cooperate with the outside world, hold expert talks, let teachers participate in some beneficial training, and carry out relevant penetrative teaching research based on their own characteristics, so as to promote the professional growth of teachers.

Combined with parental resources for home co-breeding. It is pointed out in the Guidelines for Kindergarten Education (Trial) that [17] kindergartens should work closely with families and communities to make comprehensive use of various resources. Osmotic teaching involves a wide range of fields, and a single teacher may not be able to take care of them. At this time, parents can be used to help complete the design of this series of activities. For example, Hakka nursery rhymes such as "Bag Er Pengpeng Fei", if teachers encounter language barriers, they can seek local parents to present the most authentic auditory feast for children, which can not only reduce the burden of teachers, but also enable children to get accurate pronunciation, and promote the children's home breeding, so as to kill three birds with one stone.

6. Research conclusion

This study takes local Hakka nursery rhymes in Huizhou as the starting point, and combines early childhood education with local culture through teaching practice in kindergartens. Let children feel the local culture at the same time like their own hometown, the place where they grow up has a different emotion, enrich children's understanding of the cultural knowledge of the motherland, enhance the sense of belonging, and improve the sense of responsibility. However, this study still has some shortcomings in terms of experience, such as less teaching times and more teaching forms. In the future, we will combine more nursery rhymes, continuously develop five areas of classroom through nursery rhymes, make good use of infiltration teaching, enrich the teaching methods of nursery rhymes, let more local nursery rhymes enter children's hearts, let better cultural seeds take root in children's hearts, and become an indispensable part of the future of the cultural forest of the motherland.

Acknowledgements

The research was supported by 2020-2021 Undergraduate innovation and entrepreneurship provincial entrepreneurship training project "Huizhou Hakka Nursery rhyme Picture Book Creation" (Project No.: S202110577095X); 2020-2021 Huizhou University Independent Innovation Ability Improvement plan project "Early Education Curriculum Construction Research for 0-3 years old" (Project No. :HZU202061); 2022 Huizhou Philosophy and Social Sciences (Discipline Co-construction and Huizhou College) Project "A Study on Curriculum Leadership of Kindergarten Teachers - Taking Huizhou Kindergarten as an Example."

References

- [1] *Learning and Development Guide for 3-6 Years Old Children*, Capital Normal University Press, 2012(1):64-28.
- [2] Research Group of Propaganda Department of the CPC Huizhou Municipal Committee. *The characteristics and modern transformation of Huizhou Regional Culture*, *Journal of Huizhou University (Social Science Edition)*, 2003(02):84-91.
- [3] Wu Dongmei. *Characteristics and educational Value of Hakka nursery rhymes*, *Preschool Education Research*, 2012(01):67-69.
- [4] Liu Xiuying. *Probing into the permeable teaching mode of "Ideological and Moral Cultivation and Legal Basis" from the Internet perspective*, *Education and Occupation*, 2012(21):83-85.
- [5] Zhang Hui, Wei Xiaoqing. *Exploration and practice of vocational college students' psychological needs and practical training infiltration education*, *School Party Construction and Ideological Education*, 2010(28):63-65.
- [6] Shen Yao. *On the effective teaching of children's permeable field Curriculum*, *Happy Reading*, 2013(06):12.
- [7] "Kindergarten Work Regulations", *Education for Ethnic Minorities of China*, 2016(04):12.
- [8] Chen Guoqiang. *Rethinking the design of Kindergarten Teaching Activities (II) -- On the preparation of teaching activities*, *Preschool Curriculum Research*, 2008(11):20-22.
- [9] Lu Minxia. *On the improvement of English reading, Listening and Speaking Ability*, *Journal of Yangzhou University (Higher Education Research Edition)*, 2001(03):50-53.
- [10] Bai Yan. *The Application of Orff Music Teaching Method in Music Teaching of Preschool Education Major*, *Education and Profession*, 2012(32):156-157
- [11] Zhang Jianguo. *Exploration of open painting Education activities in kindergarten*, *Preschool Education Research*, 2000(05):33-35
- [12] Peng Bing, Xie Miaomiao. *Investigation on the key factors affecting the professional development of preschool teachers*, *Preschool Education Research*, 2009(10):47-50.
- [13] Guan Yi. *Research on Wall Environment Creation and Educational Function of Kindergarten*, East China Normal University, 2005.
- [14] Yang Qi. *Research on effective ways to carry out penetrative education in kindergartens*, *Test Questions and Research*, 2022(03):18
- [15] Tao Yapping. *A brief discussion on kindergarten permeable field curriculum*, *China Science and Education Innovation Guide*, 2008(36): 190.
- [16] Wang Ye. *Design and Implementation of group teaching activities based on children's experience preparation*, *Shanghai Curriculum Teaching Research*, 2019 (Z1):100-104.6-187.
- [17] "Guidelines for Kindergarten Education (Trial)", *Preschool Education Research*, 2002(01):77-7