

A Study on the Teaching of Traditional Nursery Rhymes and Picture Books in Kindergartens in the Context of Dongjiang Culture

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Abstract: The traditional nursery rhymes of the Dongjiang culture are an important heritage carrier of the Dongjiang culture and are of great cultural value. Through interviews with kindergarten teachers in Huizhou, the author gathered that the following problems exist in the teaching of traditional nursery rhymes and picture books in the context of Dongjiang culture: kindergarten teachers' knowledge of traditional nursery rhymes and picture books is shallow and passive, the design of the objectives of traditional nursery rhymes and picture books teaching activities is not comprehensive, the selection of the content of activities lacks judgement, the organisation of the form of activities lacks innovation, and the subject of activity evaluation is relatively single. The author discusses the problems in depth and makes educational suggestions for teaching traditional nursery rhymes and picture books in the Dongjiang culture in order to provide some useful references for the transmission of traditional Dongjiang culture and the enrichment of educational resources for children in the Dongjiang area.

1. Introduction

The Dongjiang culture is a synthesis of the main cultural resources of the Dongjiang region, centred on Huizhou. [1]In ancient times, the rhymes were called "children's language", and the traditional nursery rhymes belong to the folklore branch of the Dongjiang culture, with most of their themes coming from children's daily lives and Huizhou customs and activities, and are chanted in the Huizhou dialect, which is catchy and typical of the local culture. Today, traditional nursery rhymes are still a part of the childhood memories of the older generation of Huizhou people, and are an important vehicle for the transmission of the Dongjiang culture, which is of great cultural value.

In recent years, picture books have entered homes, kindergartens and libraries in large numbers, becoming a 'playmate' for children in their formative years. With the promotion of picture books, the creation of illustrated picture books with traditional nursery rhymes as the theme has implicitly planted a seed of Chinese culture within children, and traditional nursery rhymes picture books have become a new experiment. Since the new century, many worthwhile works have appeared on the road to creating traditional nursery rhymes in China, such as Xiong Liang's *A Garden of Greens Becomes a Spirit*, Cai Gao's *Moon Poa*, and Yan Gui and Lin Chaohong's edited book *Precious Gifts for*

Children. Children's Rhymes and Picture Books" by Yan Gui and Lin Chao Hong. In this cultural context, this paper collects the problems related to the teaching of traditional nursery rhymes and picture books in the context of Dongjiang culture through interviews with kindergarten teachers in Huizhou, and makes educational suggestions for the teaching of traditional nursery rhymes and picture books in Dongjiang culture, so as to provide some useful references for the inheritance of traditional Dongjiang culture and the enrichment of educational resources for children in the Dongjiang area.

2. Problems

Through interviews with kindergarten teachers in Huizhou City about "whether they know anything about traditional nursery rhymes and picture books" and "how to design traditional nursery rhymes and picture books teaching activities", we understand that teachers have a certain understanding of traditional nursery rhymes and picture books, but there are many problems in their in-depth knowledge of traditional nursery rhymes and picture books and their use of traditional nursery rhymes and picture books in the context of Dongjiang culture. There are many problems with the teachers' understanding of traditional nursery rhymes and picture books and the use of traditional nursery rhymes and picture books in the context of the Dongjiang culture, as shown below.

2.1 Traditional Nursery Rhyme Picture Books have a Shallow and Passive Cognitive Understanding

The study was conducted by interviewing kindergarten teachers on "Do you know anything about traditional nursery rhymes and picture books?" and "Can you give me some examples of traditional nursery rhymes and picture books?" and "Can you give me some examples of traditional nursery rhymes and picture books?" The study concluded that the majority of teachers answered the following questions.

Teachers talked about "knowing a lot about picture books, but not so much about traditional nursery rhyme picture books." Their core definitions of traditional nursery rhyme picture books are broadly that the text is a traditional nursery rhyme and that the picture content is a situation depicted in a traditional nursery rhyme. Teachers have a preliminary knowledge of traditional nursery rhymes and picture books, but do not have a deep enough understanding of the cultural and educational value of traditional nursery rhymes and picture books, and do not have a good understanding of the complementary and unifying nature of the pictures and texts.

The interviews further revealed that most of the teachers could not immediately list traditional nursery rhymes picture books, and only four teachers could list some traditional nursery rhymes picture books, such as A Garden of Greens Becomes a Spirit, Moon Poop, Is the Rat Master at Home? The reason for this is that the kindergartens in which these teachers work have introduced topics related to the nursery rhymes of the Dongjiang culture and have placed picture books on nursery rhymes. It can be seen that most kindergarten teachers do not have a deep understanding of traditional nursery rhymes and picture books, and their knowledge of traditional nursery rhymes and picture books is rather shallow.

2.2 The Design of the Objectives of Traditional Nursery Rhyme Picture Book Teaching Activities is not Comprehensive

A collection of questions on "How do kindergarten teachers design activity objectives for traditional nursery rhyme picture books?" The questions were summarized as follows.

Most teachers will focus on the acquisition of knowledge and skills at the expense of the children's

emotional experience. Many teachers say, "Not being a Huizhou native and not speaking the Huizhou dialect, I am afraid that children will not be able to master the correct reading of the nursery rhymes and that they will not fully understand their meaning." The design of the objectives should not only focus on the mastery of children's abilities, but also balance the practice of cognitive and affective objectives. The more important purpose of introducing traditional nursery rhyme picture books of Dongjiang culture into kindergartens is to make children enjoy traditional nursery rhyme picture books, feel the charm of Dongjiang culture and appreciate the humanistic spirit contained in them, rather than stopping at making children recite nursery rhymes and retell the stories in them according to the illustrations. It is clear from this that the majority of teachers focus on the ability goal of the traditional nursery rhyme picture book activity, which is more oriented towards children mastering the reading and retelling of a particular nursery rhyme.

2.3 Lack of Judgement in the Choice of Content for Traditional Nursery Rhyme Picture Book Teaching Activities

The research was conducted by interviewing kindergarten teachers on "What perspectives do they use in choosing traditional nursery rhymes? The study concluded that.

Most teachers responded, "Will search the internet for a list of recommended picture books to choose from. They also choose based on reviews from other websites such as Douban." Some teachers responded, "The picture books are purchased by the kindergarten and the teacher is less involved in the matter of choosing picture books." An individual teacher mentioned, "It is important to focus on the interests of the children. Be inspiring to young children." Kindergarten teachers relied mostly on external evaluations in selecting traditional nursery rhyme picture books, and their own ability to select and appreciate the content of traditional nursery rhyme picture books was weak and lacked Dongjiang cultural content. It can be seen that in terms of the selection of the content of traditional nursery rhyme picture books for teaching activities, the vast majority of kindergarten teachers lack judgement on the content of picture books, and the selection of picture books relies mainly on outside sources, neglecting children's interests and lacking rich content of Dongjiang culture.

2.4 Lack of Innovation in the Organisation of Traditional Nursery Rhyme Picture Book Teaching Activities

The research was conducted by interviewing kindergarten teachers on "What forms of traditional nursery rhymes and picture books do you use?" The responses were summarised as follows.

Most teachers say, "Conducting traditional nursery rhyme picture book teaching activities is generally not too far removed from language activities and is usually done inside the classroom and not in any other format." In general, the forms of kindergarten educational activities can be divided into group teaching, small group teaching and individual teaching. In practice, kindergarten teachers can adapt the activities according to the content and the children's interests and immediate reactions. However, the interviews revealed that kindergarten teachers are too homogeneous in the way they organise the teaching of traditional nursery rhymes and picture books, mostly in the form of group teaching, which takes place in the classroom. It is evident that kindergarten teachers are not innovative in the way they organise traditional nursery rhyme and picture book teaching activities, and that the format is too rigid and boring. Teachers organise their teaching based on years of experience, and their knowledge of picture books is still at the stage of fulfilling basic teaching objectives, without any in-depth research.[2]

2.5 Traditional Nursery Rhymes and Picture Book Activities are Evaluated by a Single Subject

The research was conducted by interviewing kindergarten teachers on "How do you evaluate traditional nursery rhymes and picture book activities?" The responses were summarised as follows.

Most teachers said, "I usually use self-reflection and write summaries and reflections later on in the lesson plan." Evaluation according to the theme of the activity can be divided into teacher self-evaluation, child evaluation, parent evaluation and expert review. However, through the interviews, it was found that the evaluation about traditional nursery rhyme picture book teaching activities mainly rests on teachers conducting self-evaluation, they will reflect on their teaching activity process as a whole, record the children's interests in each session and make observation and judgment on the achievement of goals. As can be seen from the above, the main body of the evaluation of traditional nursery rhyme picture book teaching activities is relatively single, mostly self-evaluation by the teacher.

3. Discussion and Analysis

3.1 Low Number of Traditional Nursery Rhyme Picture Books

The author believes that a large part of the reason for question 1, "Teachers' knowledge of traditional nursery rhymes and picture books is shallow and passive", is that the number of traditional nursery rhymes and picture books is very small.

Statistics from the top 100 best-selling picture books on Dangdang.com in 2018 show that Chinese picture books are only

Six books made the list, while the remaining 94 were imported picture books from the US, Japan, the UK, Germany and France. American picture books were more popular with parents, with 38 of the top 100 being imported American picture books. [3]In the kindergarten reading corner, there are more excellent picture books from foreign countries based on children's perspectives, such as My Father, My Mother, Beast Country, David, No, The Hungry Caterpillar, etc. In the last decade, domestic children's illustrators have begun to recognise the importance of developing works with local characteristics. [4] China's traditional nursery rhyme picture books started late and there is a lack of classic works, and there are even fewer traditional nursery rhyme picture books about the Dongjiang culture, resulting in the embarrassing situation that kindergartens have no way to introduce them if they want to, which in turn leads to teachers getting information about traditional nursery rhyme picture books from various sources.

3.2 Teachers do not Explore the Value of Traditional Nursery Rhymes of the Dongjiang Culture

Regarding question 2, "the design of the nursery rhymes and picture books is not comprehensive", I think the main reason is that the teachers have not explored the value of the traditional nursery rhymes of the Dongjiang culture.

Dongjiang traditional nursery rhymes contain a wide range of content, including children's daily behaviour, traditional festivals and local Dongjiang specialties, and are of high educational value. Children's exposure to traditional nursery rhymes and picture books helps to promote children's mobilisation of their own life experiences and their overall development in all areas. In the process of designing the objectives for the teaching activities, the kindergarten teachers need to have sufficient knowledge of the traditional culture of Dongjiang and an in-depth understanding of the Guidelines for Children's Learning and Development for 3-6 years old. The Guidelines for the Learning and Development of 3-6 year olds state that "Children learn to follow rules and develop a basic sense of identity and belonging in a good social environment and culture." [5]The traditional nursery rhymes

of Dongjiang contain the virtues of hard work, good learning and solidarity, as well as the cultural characteristics of Dongjiang, and the vivid expression of the picture books can effectively stimulate children's sense of belonging and pride in their hometown, deepen their understanding of the traditional virtues and experience of Dongjiang culture, and thus establish a correct outlook on life and values. However, most young teachers who come to work in Huizhou from abroad do not have a deep understanding of the traditional culture of Dongjiang and have little exposure to the Huizhou dialect. The lack of understanding of traditional Dongjiang culture by kindergarten teachers will lead to the design of the traditional nursery rhyme picture book objectives being limited to the mastery of children's abilities, the lack of children's knowledge of traditional culture, and the lack of emotional development of traditional culture. ", "affective dimension" and "motor skill dimension".

3.3 Lack of Content Interpretation and Appreciation of Traditional Nursery Rhyme Picture Books by Teachers

Regarding the reason for question 3, "the lack of judgement in the selection of the content of traditional nursery rhymes and picture books", I believe that the main reason for this is the teachers' own lack of interpretation and appreciation of the content of traditional nursery rhymes and picture books.

In his book *The Seeds of Happiness*, Japanese picture book master Naoto Matsue mentions that picture books are the earliest form of painting and art that children are exposed to, and that they provide more opportunities for young children to experience, and the more they experience, the richer their imagination becomes. [6]Piaget suggests that children in the pre-operational stage are just beginning to develop various kinds of thinking and are not mature, and that children in this stage like to use symbols to explore the outside world and express themselves. [7]Combined with the above, I believe that teachers' interpretation of the content of traditional nursery rhymes and picture books is lacking, and they do not consider whether the content can arouse children's interest, whether the content can provide children with more opportunities to relate to life experiences, and whether the content can achieve better teaching effects through teaching methods. In addition, teachers' attention to the content of traditional nursery rhyme picture books is mostly confined to the content of the text, with less appreciation of the front cover, ring liner, title page and back cover.

3.4 Lack of Teaching and Research Activities on Traditional Nursery Rhymes and Picture Books in Kindergartens

The author believes that the main reason for the problem of "lack of innovation in the organisation of traditional nursery rhyme and picture book teaching activities" is that kindergartens are less likely to carry out teaching and research activities on traditional nursery rhymes and picture books.

Kindergartens conduct weekly teaching and research activities, most of which are related to educational activities in various areas or the improvement of teachers' teaching skills, and very few teaching and research activities related to traditional nursery rhymes and picture books about the Dongjiang culture are conducted. Some of the Huizhou kindergartens have research projects on the Dongjiang culture, but some teachers have the problem of blindly completing the projects and do not really understand the culture in depth. In addition, teachers do not know how to start when faced with a new teaching activity such as nursery rhymes and picture books, and need to be guided to discuss and learn from each other through teaching and research activities, so that they can jointly explore the educational value of traditional nursery rhymes and picture books of Dongjiang culture and enhance teachers' interest and consciousness in spreading Dongjiang culture through a school-based special programme of research on traditional nursery rhymes and picture books of Dongjiang culture.

3.5 The Kindergarten does not have Strong Communication with Parents and University Experts on the Teaching of Traditional Nursery Rhymes and Picture Books

Regarding the reason for question 5, "The evaluation of traditional nursery rhymes and picture books is not conducted by a single subject", I believe that the kindergartens do not have strong links with parents and university experts in the teaching of traditional nursery rhymes and picture books.

Due to the epidemic, parents are unable to enter the kindergarten to experience the charm of the nursery rhyme picture book teaching activities and are unable to give an evaluation of the activity process. Although there is cooperation between kindergartens and universities on subject projects, the lack of cooperation regarding research on traditional nursery rhymes and picture books of the Dongjiang culture leads to a lack of more authoritative and professional evaluation of teaching activities, and teachers may be less motivated and less driven.

4. Recommendations

4.1 The Huizhou Government Promulgates Policies Related to the Protection and Transmission of Dongjiang Culture

The creation of a picture book of traditional Dongjiang nursery rhymes, which is rich in Dongjiang culture, is an ongoing process that requires policy and financial support from the Huizhou government. For example, support and funding for the formation of an interdisciplinary association for traditional Dongjiang nursery rhymes, where knowledgeable people from various disciplines interested in Dongjiang nursery rhymes can come together to systematically collate, select and adapt traditional Dongjiang nursery rhymes. For example, financial subsidies are provided to the creators of original picture books that pass on the Dongjiang culture, and a quality creative atmosphere is provided for illustrators and producers. For example, strengthening the regulation of picture book publishing to improve the quality of original picture books from the source, protect original works and combat the act of plagiarism. Increasing the number of traditional nursery rhyme picture books from the source improves the quality of traditional nursery rhyme picture books in order to better promote the introduction of picture books in kindergartens and raise teachers' awareness of traditional nursery rhyme picture books.

4.2 Huizhou Universities Create a Good Textbook Research Atmosphere for Teaching and Researching Traditional Nursery Rhymes and Picture Books of Dongjiang Culture

The Huizhou government can join forces with local universities, such as Huizhou College and Huicheng Vocational and Technical College, to support them in forming subject groups related to the study of traditional nursery rhyme picture books in the context of the Dongjiang culture, granting funds for scientific research, and having the universities take the lead in working with local kindergartens. The narrative of traditional Dongjiang nursery rhymes has a leap of faith, and in many cases, its form is even more significant than its content. [8]This requires professionals with a strong imagination to complete the gaps in logical meaning through drawing. For example, art students are involved in the creation of nursery rhymes and picture books, and experts from the universities go to kindergartens to guide the curriculum research on the teaching of traditional Dongjiang nursery rhymes and picture books, and to evaluate the teaching activities of kindergarten teachers in a professional and comprehensive manner, so that kindergarten teachers can improve their teaching and research abilities and form a good atmosphere for textbook research on the illustration of traditional Dongjiang nursery rhymes, so that the local government, universities and basic education can work together towards the same goal. This will enable local governments, universities and basic education

to work together towards the same goal.

4.3 Kindergarten Training Related to the Teaching of Traditional Nursery Rhymes and Picture Books of the Dongjiang Culture

The kindergarten management can collaborate with the guidance of university experts to develop a school-based curriculum with local characteristics. Scientific selection of reading materials is the basis for effective implementation of picture book teaching. [9]The Kindergarten Education Guideline (for Trial Implementation) mentions that "children are guided to be exposed to beautiful people, things and objects in their surroundings and life to enrich their perceptual experience and aesthetic emotions." [10]By tapping into the local culture of the area where the kindergarten is located, such as finding traditional Dongjiang nursery rhymes illustrated in the location, establishing a relevant teaching plan in relation to the development of the children, and through continuous teaching research and teaching training, combined with feedback from parents, developing a teaching plan for traditional Dongjiang cultural nursery rhymes illustrated in a way that is suitable for the children to receive.

4.4 Teachers' Multi-Faceted Enhancement of Traditional Dongjiang Cultural Literacy and Teaching Skills

Kindergarten teachers, who spend a lot of time with the children, play an important role in the teaching of traditional Dongjiang nursery rhymes and picture books. Kindergarten teachers themselves need to investigate and understand the culture of Dongjiang, learn how to read traditional nursery rhymes in the dialect and understand their meaning, and on this basis discuss how to enhance children's interest in traditional Dongjiang nursery rhymes and picture books in the context of the Guidelines for the Learning and Development of Children aged 3-6 years. The use of simple pictures, words and videos to enhance children's thinking and understanding will help to improve their overall cognition. [11]In addition, kindergarten teachers should take the opportunity of experts entering kindergartens to actively collaborate with university experts to strengthen their own knowledge of Dongjiang culture, learn the methods of scientific research, listen to experts' evaluations, uncover the play value and educational value of picture books, improve their teaching and research abilities, observe young children more scientifically and systematically, give feedback on real and objective data, and constantly innovate and modify to improve the quality of teaching programmes for Dongjiang We will provide more ideas for the creation of traditional and cultural nursery rhymes.

4.5 Homeland Cooperation Helps to Pass on the Traditional Culture of Dongjiang

Many of the parents in the kindergarten are local to Huizhou and have a much better understanding of the local culture of Huizhou. In the pre-preparation for the teaching of the Dongjiang traditional culture nursery rhyme picture book, teachers can actively communicate with parents about the class's next activity plan through online discussion sessions under epidemic prevention and control requirements, conduct sharing sessions, invite parents who are interested in the activity to share their own views on Dongjiang traditional culture and the characteristics of Dongjiang culture, and invite interested parents to watch videos of teachers conducting picture book activities and give teachers' comments We will also invite interested parents to watch the video of the teachers conducting the picture book activity and give their comments to the teachers, so as to form a positive online cooperation between home and school, and to facilitate the children to receive the culture of Dongjiang at home and at school.

5. Conclusion

The process of promoting the teaching of traditional nursery rhymes and picture books of the Dongjiang culture will both pass on and innovate the excellent traditional culture of Dongjiang and enrich the educational resources of children in the Dongjiang area. This process will be a long but significant one, which will require the government, universities and kindergartens to work together to develop and persevere in contributing their share to the heritage of Dongjiang culture.

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