#### Rural kindergarten curriculum resources development paper

**Abstract:**Rural curriculum resources have distinct natural ecological and rural humanities, and are important resources for children's life and learning. Rural kindergarten teachers should use various methods flexibly, rationally develop and utilize the rich natural resources, social resources and cultural resources in the countryside according to local conditions, and construct kindergarten curriculum that meets the development needs of rural children in order to promote the comprehensive, healthy and harmonious development of rural children.

**Keywords:**rural kindergartens, curriculum resources, development and utilization

The development of rural early childhood education requires the development and utilization of rural resources in accordance with the characteristics of the village and the local conditions to provide a variety of content and good guarantee conditions for early childhood education, so as to promote the comprehensive, harmonious and healthy development of rural children's body and mind. Rural areas have unique regional characteristics and characteristic resources, which are often not available in cities. Exploring the curriculum value of these resources and developing them can bring rich content and forms to the curriculum construction of rural kindergartens, and they can also adapt well. The physical and mental development needs of young children in rural areas.

**1. The characteristics of the environment and resources of rural kindergartens**

Rural kindergartens are located in market towns and rural areas, and have their own characteristics in terms of natural environment, social environment and traditional culture.

(1) Natural ecology. Rural kindergartens are located in the countryside, surrounded by vast rural areas. Rural areas have long been engaged in agricultural production activities on the basis of the natural environment, relying on the resources of the natural ecological environment to produce agricultural products, so the environment in rural areas mostly maintains the natural ecology sex. There are vast fields, dense forests, and clear rivers,          These natural and ecological kindergarten environments not only provide a broad space for the development of the kindergarten, but also the source of the natural ecological resources of the kindergarten curriculum.

(2) Diversity and differences . Our country has a vast territory, and the villages are very different. As the saying goes, "the wind is different in ten miles, and the customs are different in a hundred miles." Different regions have their own distinct characteristics and huge differences. Rural kindergartens are located in different natural and humanistic environments, so they have different natural, social and human resources. Some kindergartens are located in plain areas, with vast fields and developed villages; some kindergartens are located in the south of the Yangtze River with lakes and dense river networks; some kindergartens are located in mountainous areas with dense jungles and rich flora and fauna; and some kindergartens Located in a minority area, it has rich ethnic characteristics and traditional culture. The rural population is scattered, and even in the same area, the environment is diverse and very different. This provides conditions for kindergartens to develop curriculum resources with regional characteristics in accordance with local conditions.

(3) Rural humanity. Although rural kindergartens are located in the countryside, their rich traditional culture has often been passed down through hundreds of thousands of years of development. Such as cultural relics, special properties, folk art, folk customs, production and life experience. These human resources are the soul and life of the village. The traditional cultural resources of these villages make the village not only natural ecology, but also local humanity. Children living and growing in a rich rural humanistic environment not only promotes the harmonious development of children's body and mind, but also brings rich life resources to kindergarten education and provides sufficient conditions for kindergartens to develop native curriculum.

**2. Types of curriculum resources in rural kindergartens**

Rural kindergartens are located in the countryside. Although their social and cultural resources are not as rich as those of cities, they have distinct characteristics, diversity and richness in terms of natural resources, rural resources and ethnic cultural resources .

(1) The natural resources of the countryside .

Nature is a colorful material world. In the countryside, there are various topography and landforms, hills, small rivers, ponds, lakes and marshes are readily available; various fruits, vegetables, and plant seeds are available all year round. As long as these colorful resources are properly developed and utilized, they can become activity materials that children are interested in. Specifically, the extremely rich natural ecological resources possessed by rural kindergartens mainly include: ①Natural topography, such as mountains, rivers, lakes, seas, ponds, sandbanks, hills, fields, etc.; ②Natural seasonal resources. As the seasons change, solar terms environment, temperature and other climate; ③ animal and plant resources of nature, such as flowers and trees, birds, fish and insects, etc.; ④ natural natural resources, such as mineral resources, agricultural resources and so on .

Nature is a living teaching material, and the rich natural resources in the countryside are the main curriculum resources for rural kindergarten education. Topography resources are favorable resources for rural kindergartens to carry out sports activities. Rural sports equipment is often restricted by economic conditions and cannot be purchased. However, the countryside has topography and landforms that cities do not have, and can be carried out using hills, valleys, and vast flat areas. Sports activities promote the healthy growth of children; animal and plant resources are important curriculum resources for children to understand the natural world and explore the unknown world, and are also important resources for environmental education for children; all seasons, climate change, etc. are all kindergartens to carry out health education , Environmental education, and scientific education; and the rich resources are not only an important object for children to understand things, but also a valuable resource for loving hometown and motherland education. Nature is the source of joy for rural children.PromoteToddlerbody and mindhealthydevelop.

(2) Rural social resources

Rural kindergartens are located in either market towns or villages. Some market towns have a relatively large population and rich social, political, economic, and cultural resources; some kindergartens are located in villages and have relatively poor social resources. However, as long as kindergartens keep close contact with community villages and strengthen cooperation, the social resources of market towns and villages can become important curriculum resources for kindergartens. A wide range of social resources countryside, many categories, are: ① town, village organizations, agencies and production and living places, such as shops, hospitals, banks, activity center, library and so on; ② towns, villages all kinds social production and living activities, such as community fire festivals, weddings and marriage, plant breeding, festivals, folk games; ③ town, village human resources, as cadres, folk artists and professionals as well as parents of young children and so on; ④ Local characteristic resources, such as local specialties, characteristic industries, historical sites, etc. These social resources contain rich curriculum value. For example, the organizations, institutions and venues of market towns and villages can provide a broad space for the implementation of kindergarten curriculum; the rich characteristic resources of the village can enable children to understand and love their hometown; and the human resources in the countryside also Can provide greater convenience for the kindergarten curriculum and so on. Kindergartens can make full use of these social resources to not only build courses that adapt to the characteristics of rural areas and the needs of children’s lives, but also create favorable conditions for the implementation of kindergarten courses, making the courses more localized and life-oriented.

(3) Rural cultural resources

Although the countryside is on the fringe and its cultural resources are relatively poorer than that of the cities, the countryside also has its own unique cultural resources, especially the unique local cultural resources. This provides rich resources for rural kindergartens to enrich curriculum content and carry out rural education and humanistic education. The cultural resources usually owned by the village mainly include: ① Township folk custom cultural resources, such as: wedding and funeral rules, festival life customs, food culture, etc.; ② Historical and cultural resources, such as historical celebrities, historical sites, etc.; ③ Folk art and culture Resources, such as nursery rhymes, folk songs, folk tales, local dramas and dances, folk paper-cut clay sculptures, characteristic buildings, etc.; ④ Dialect cultural resources, such as local discourses, tongue twisters, and chanting in rural areas. ⑤ Folk games and sports activities, such as "cockfighting", "walking on stilts", etc. The local cultural resources in the countryside are various, rich and colorful, with strong local cultural characteristics. They are important cultural resources for the development and utilization of kindergartens and an important way to enrich the content and form of kindergartens.

(4) Rural kindergarten teacher resources

Rural kindergarten teachers are the most important curriculum resource for rural kindergartens. Although the rural curriculum resources are relatively rich, they all exist in the rural natural environment, social environment and humanistic environment, and rural kindergarten teachers need to explore, develop and use. "Teachers not only determine the identification, development, accumulation and utilization of curriculum resources, they are an important carrier of material curriculum resources, but also teachers themselves are the primary basic conditional resources for curriculum implementation. Therefore, in this sense, teachers are the most important Curriculum resources, the quality of teachers determine the scope of the recognition of curriculum resources, the extent of development and utilization, and the level of effectiveness." ①Therefore, to develop and utilize rural curriculum resources, rural kindergarten teachers need to have a broad view of curriculum resources and open curriculum. Resource awareness, high curriculum development resource ability and rich curriculum resource development experience.

Rural kindergarten teachers are not only important developers of rural kindergarten curriculum resources, but also leaders of early childhood education. The quality of teachers themselves is the most critical resource for kindergarten curriculum. In particular, rural preschool education concepts are relatively outdated, educational methods are relatively backward, courses are single, and resources are relatively poor. To overcome all these disadvantages of preschool education, the first thing is to improve the quality of preschool teachers. Kindergarten teachers must build confidence, strengthen learning, change concepts, improve quality, cultivate abilities, reform the rural kindergarten curriculum system, develop and utilize rich rural resources to transform a single curriculum in kindergartens, so as to promote the healthy development of rural early childhood education.

**3. The development and utilization of rural kindergarten curriculum resources**

(1) The development method of theme education activities

Kindergarten theme education activities refer to a series of educational activities organized and carried out around a central content or theme within a period of time. Thematic activities break the boundaries between disciplines and organically combine various learning content around a center or theme, so that learners can obtain a relatively complete experience related to the theme through the theme of the activity. It has important educational value for children to understand the world, understand the society, and understand themselves. It is the main form of implementation of the kindergarten curriculum. In the countryside, kindergartens can organize and carry out thematic education activities according to the characteristics of the resources of the village, fully mobilize the initiative, enthusiasm and creativity of children's participation, and promote the development of children. For example, according to the characteristics of the rural resources, the development and design of "delicious hometown wild vegetables", "delicious and delicious folk food", "happy folk games", "interesting..." "hometown folk art", "wonderful folk "Story", "Four Seasons in Hometown", "My Hometown Customs I Know" and other series of theme activities. Generally speaking, there are three main types of theme education activities in rural kindergartens:

1. Experiential theme activities. That is to say, teachers should organize children to participate in some social life activities in a targeted manner according to the curriculum goals of kindergartens, so that children can develop consciously, actively and actively in the process of social life activities. In the countryside, the beautiful environment that changes throughout the year, the vast fields and forests, and the rich local cultural activities are important resources for rural kindergartens to carry out experiential theme activities. To carry out experiential theme activities, teachers should pay attention to determining the types of practical activities suitable for children's physical and mental characteristics, strengthen guidance in the process of practical activities, and organize children to summarize in time.

2. Exploratory theme activities. That is to say, teachers organize children to focus on a certain problem, guide them through observation, operation and other activities, so that children can satisfy their curiosity in the process of solving various problems, strengthen children’s problem awareness, and cultivate children’s awareness of cooperation and preliminary research. The spirit of scientific inquiry. Inquiry-style theme activities allow children to get out of books, out of the classroom, into nature, into life, into the community, establish children's dominant position in the process of children's inquiry into problems, and cultivate children's awareness of cooperation and inquiry. Rural kindergartens can use the colorful nature, rich flora and fauna, rich rural customs and local characteristics to develop inquiry questions, arouse children's interest, and guide them to actively explore. At the same time, develop and utilize abundant rural resources to create a rich environment for children's exploration and provide sufficient support conditions.

3. Cultivation-style theme activities. That is, teachers create a certain educational activity situation by developing and using curriculum resources such as natural environment, social environment, cultural tradition, etc., cultivate children's sentiment, and cultivate their good personality. Soviet educator Sukhomlinsky believed that "Nature is the first textbook". Teachers can make full use of the natural conditions in the countryside to carry out thematic activities, organize educational content, and carry out related activities, so that children can learn from their own feelings and experiences. Learn knowledge, improve skills, and cultivate sentiments in nature.

(2) Environmental creation, development and utilization methods.

The environment of the kindergarten is a kind of hidden curriculum for children, and its effect on children is indirect and implicit, playing the role of "moisturizing things without sound". As Maraguchi, the founder of Reggio Education, said: “We value the environment, because the environment has the ability to organize and enhance the pleasant relationship between people of different ages, create a beautiful environment, provide changes, and make choices and activities more enjoyable. It is perfect. And the potential of the environment can stimulate all kinds of social, emotional and cognitive learning." ②In thecreation of the environment, rural kindergartens are subject to limited educational investment, and the facilities and equipment they purchase are limited, but rural kindergartens can Make full use of the unique beneficial resources of the village to create a rich environment in which children live, play, and feel the subtle influence of the environment.

First of all, the layout and decoration of the kindergarten can make use of the unique resources of the village to create an environment rich in resources. For example, plant local plants in the countryside in the kindergarten, and paint rural animals and plants, local folk stories and local celebrities on the wall decorations.

Secondly, in the corner of the kindergarten, we can make full use of the various rich resources in the countryside to enrich the environment and materials of the corner of the kindergarten. For example, the botanical garden grows rural plants; the zoo breeds rural animals; the nature corner displays various seeds, wild fruits, leaves, bamboo, straw, pine cones, etc. collected by rural teachers and children; the art area collects all kinds of seeds to make stickers. , Creative production of vegetables, melons and fruits; the operation area uses bamboo strips, rattans and other materials for children to weave; the sports area uses bamboo and wood toys and rural tree stumps to carry out physical exercise activities.

Third, in the educational activities of kindergartens, rural resources are used to create activity situations to stimulate children's interest, guide children's curiosity, and meet children's psychological needs. For example, in the spring when the flowers are blooming, the young children are somersaulting and rolling on the grass. In summer, jump rubber bands, hide-and-seek, and swing in small woods that shade the sun; in autumn and winter, you can use natural objects such as small stones, sand, rope, rice stalks, and branches to develop children's walking, running, jumping, and drilling on the woods and grass. , Climbing and other comprehensive capabilities.

In short, rural kindergartens should be based on the characteristics of the village, adapt to local conditions, make full use of rural resources, and build rural kindergartens into an ecological environment where nature and humanity are harmoniously integrated.

(3) Development and utilization methods of game activities based on local materials

Play is the basic activity of young children. It is the basic form of interaction between young children and the surrounding environment. It is their basic object activity. At the same time, it is also the subject activity that can best express and affirm the initiative, independence and creativity of young children. The development and cultivation of sexuality has unique educational value and is a suitable way to cultivate children’s subjectivity in the pre-school education stage." ③ The"Guidelines for Kindergarten Education (Trial)" also pointed out: Kindergarten education should use games as the basic activity to promote every child’s wealth Personality development. Due to funding constraints, rural kindergartens often lack game equipment and toys, which hinder the development of rural kindergartens' game activities. But in fact, the countryside has unique natural resources, as well as rich social and cultural resources. There are vast farmland and forests, as well as grassy riversides, fruitful orchards, rich and diverse materials, and Unique folk games, etc. Rural kindergartens can fully tap and use these advantages of nature, make use of abundant material resources and folk game resources, and guide children to play actively and happily.

In the countryside, kindergartens can make full use of nature’s colorful environment and various natural materials, allowing children to walk into the countryside, fields, woods, and grasslands, walk into nature, play in nature, and play with nature. As a playground for toddlers. For example, we can lead young children to the seasonal creek, and let them play freely on the beach, play with sand and stones, build castles, and catch fish and shrimps.

Secondly, rural kindergartens can collect all kinds of materials from nature and community villages according to local conditions, and use them as materials and toys for children's daily games to enrich the content and forms of children's games. Such as tree stumps, wood, bamboo and even straw in nature; some discarded living objects in community village life, such as various boxes, cans, bottles, rags, foam and other materials, are washed and disinfected and put into the game Among them are also game materials that young children like very much, and children can use them to carry out various creative games. Therefore, rural kindergartens cannot ignore these inexhaustible and inexhaustible resources in natural life. It can make up for the lack of funds in rural kindergartens and the shortage of game materials, and become the best partner for rural children to develop games.

Third, rural kindergartens can develop and utilize local traditional folk games to guide children to take the initiative and free activities. Folk games are playful and entertaining activities that are spread in the lives of the majority of people. They are the most common, common and interesting entertainment activities that people have. It has the characteristics of extensiveness, freedom, competition, and fun. Such as kicking shuttlecock, jumping rubber band, throwing sandbags, kicking pockets, throwing handkerchiefs, flying kites, turning flower ropes, playing tops, hide-and-seek, rolling hoops, eagles catching chickens, and various local games and so on. Rural kindergartens can fully tap the local folk traditional games. These games are close to the lives of children and meet the needs of children's play. They also allow children to live in a strong rural atmosphere and promote their health.

For kindergarten curriculum to effectively promote children's physical and mental development, it must be rooted in the children's life and integrated with the children's life and environment. Therefore, the curriculum construction of rural kindergartens should be based on the principle of adapting measures to local conditions, starting from the actual situation of the kindergarten, fully exploring various resources in the countryside, enriching the kindergarten curriculum, closely linking the kindergarten curriculum with children’s life, meeting the development needs of children, and promoting children The full and harmonious development of the body and mind.