

Preliminary study on the Integration Education of Puppet Art and Preschool Aesthetic Education in Zi Zhong

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Abstract

Zi Zhong puppet art is one of the traditional Chinese folk arts and has been listed in the national intangible cultural Heritage list. As early as in the late Qing Dynasty, it has been popular, its production skills are mature and exquisite, the story is rich in blueprints, and the art form is unique. The integration of intangible cultural heritage into preschool aesthetic education can not only diversify the forms of preschool aesthetic education, but also bring traditional art into preschool education classroom. As a means of education, puppet art spreads its own excellent artistic and aesthetic characteristics. This paper will take preschool aesthetic education as the core to explore the feasibility of the integration of puppet art and preschool aesthetic education in Zi Zhong.

Keywords

Zi Zhong puppet art; Aesthetic education in preschool; Inclusive education.

1. Introduction

The word aesthetics originally comes from German Ästhetik. It was proposed by philosopher Alexander Gottlieb Baumgarten. In China, Wang Guowei and Liang Qichao were the first to accept western ideas and apply the concept of aesthetics to Chinese classical literature, and aesthetics was regarded as a specialized discipline during the May Fourth Movement. Preschool aesthetic education is an educational science that studies the law of preschool children's aesthetic education. According to the physical and mental characteristics of children, aesthetic education should be carried out to cultivate children's taste and ability to feel and express beauty by using beautiful things and rich aesthetic activities. Aesthetics is not a simple and independent subject since ancient times. It has the philosophical thinking, the formal beauty of art, and the norms of ethics. Preschool aesthetic education is also the same, is a cross integration of interdisciplinary education subject. Based on the purpose of preschool aesthetic education, the author integrates the aesthetic value of puppet art in the educational activities, develops the new form of preschool aesthetic education and promotes the intangible cultural heritage.

2. Aesthetic Value and Aesthetic Education Needs

2.1. The Aesthetic Value of Chinese Puppet Art

In ancient China, the art of puppet was called "puppet opera", which originated from the Han Dynasty and flourished in the Tang Dynasty. It has been popular since the Guang Xu period of the late Qing Dynasty, and has developed a history of more than 100 years. It has formed a very mature production and performance system. Zi Zhong puppet is a medium puppeteer with a head of fine production, is a hundred years of skills, in the shape of the unique dramatic characteristics. The puppet character image contains artistic exaggeration in the realistic, the color is also more dazzling. As most of the previous performances were based on Sichuan opera, the puppet roles were made according to sheng, Dan, Jing, Mo and Chou. Now, with the changing

needs of the audience, there are also some fairy tale characters. The role image focuses on dynamic appeal and realistic modeling. The theme of the plays is very rich, in addition to the traditional plays such as: midnight chicken crowing, small eight road, outwitting tiger Mountain, etc., there are also traditional change plays, modern plays. His themes range from folk tales to myths and legends to children's stories and social life. Stage construction does not need too much modification, the performers perform behind the curtain and then combine with opera music and reasonable sound effects to create a vivid program. So far, Zi Zhong Puppet Theater has produced more than 500 puppets of different types and styles, performing in various parts of the world and winning numerous awards.

2.2. Demand for Pre-school Aesthetic Education

Preschool aesthetic education is a pointer to preschool children's aesthetic education, it is according to the physical and mental characteristics of preschool children, the use of beautiful things and rich aesthetic activities to cultivate children's taste and ability to feel beauty, show beauty of the education; That is, to the real life and art in the field of very vivid, rich beauty as the content, to a variety of children interested in activities as a means to achieve

It is an educational activity to enrich children's emotional world, improve children's aesthetic level and aesthetic emotion, and make children develop in an all-round and healthy way. Preschool aesthetic education has the characteristics of interdisciplinary, both emotional aesthetic education and artistic aesthetic education, but also the integration of personality and moral ethics of aesthetic education, and in different times and reflect different characteristics. The biggest difference between preschool aesthetic education and mass aesthetic education is that the age of the educatee is preschool children, so the demand for aesthetic education can not be judged by adult standards, and it is necessary to focus on cultivating aesthetic ability, creativity and imagination within the range of children's acceptance ability. Establish the awareness of beauty from the perceptual stage to the cognitive stage.

2.3. The Relationship Between the Two and the Feasibility of Integrated Education

In the 3-6 years old children's learning and development guide, children from 3 to 4 years old start like listening to music or watch dance, drama, such as performance, at the age of 4 to 5 to be able to concentrate to watch their favorite theatrical performances, or works of art and art appreciation expression often used 5 to 6 years of age, action, language and other ways to express their understanding, willing to share with others. It is clearly pointed out in the education suggestions: take children to watch or participate in traditional folk art and local folk culture activities. The puppetry art in Zi Zhong ranges from story-telling reflected in script construction, puppet role and scene art design and production, to drama performance and music collaboration. It can almost include all the pre-school aesthetic education activities of listening, watching, speaking, imitating and participating. Therefore, it is reasonable and advantageous to integrate Zi Zhong puppet art into preschool aesthetic education activities.

Moreover, in the Kindergarten education guidance outline (trial)" mentioned "in the implementation of quality education according to local conditions, for the development of children's life lay a good foundation. As a national intangible cultural heritage, the artistic value of Zi Zhong puppets is self-evident. The integrated education with preschool aesthetic education not only provides excellent teaching resources for aesthetic education courses, but also spreads traditional culture, builds cultural confidence from childhood, and promotes the prosperity and development of local culture.

3. Mining the Fusion Point

3.1. Integration of Script and Aesthetic Education

The whole information process of the script story is the central function of human thinking and the story is also the aesthetic embodiment of habitual knowledge in the field of narratology. Preschool children are particularly interested in stories. When they are three or four years old, they can clearly tell short stories. Cartoons and musicals that children enjoy are all artistic creations based on script stories. The scripts of puppet art in China are diversified, including historical themes, social life themes, myths and legends, and fairy tales. The story is positive and educational.

3.2. Integration of Production Technology and Aesthetic Education Experience

From the late Qing Dynasty to the present, Zi Zhong puppets have experienced three stages of development, from small puppets to large puppets and then to medium puppets with stick head. So far, it has formed a set of very mature techniques. Shaping, mold turning, pasting, shade drying, mold taking, polishing a series of handicrafts of strong skills. These production technology can be integrated into aesthetic education practice education, lead children to visit the production process, and select a safe and simple part of the process for practical production experience. Experience class activities can drive children's enthusiasm, have fun and sense of achievement. From the previous appreciation to active participation, so that the intangible cultural heritage has a new way of dissemination and publicity.

3.3. Interactive Integration of Games

Preschool aesthetic education is an important part of aesthetic education, but it can not be equated with mass aesthetic education or adult aesthetic education. Preschool aesthetic education is the initial stage of individual acceptance of aesthetic knowledge. Because of the particularity of children's age and physical development stage, preschool aesthetic education should not be mechanically copied, but should be guided as the starting point, with lively and interesting means to trigger children's cognition of beauty. Perception of beauty and acceptance of beauty. When it comes to vividness and fun, we have to say "games". Game is one of the main activities in early childhood education, we often say that edutainment is to integrate knowledge and skills into the game. Zi Zhong puppet art itself has a game function, used in preschool aesthetic education is highly maneuverable. Children participate in the situation by acting the role in the puppet show, imitating the performance of the puppet show, and experiencing the aesthetics of drama.

4. The Value of the Integration of Puppet Art and Preschool Aesthetic Education

The puppet art of Zi Zhong, a national intangible cultural heritage, and the integration of preschool aesthetic education to enhance the art and aesthetics of preschool aesthetic education activities, the effect of aesthetic education is good and too stiff to watch the explanation and introduction. The introduction of intangible cultural heritage into preschool aesthetic education makes the courses of aesthetic education diversified. At the same time, it cultivates children's hands-on ability, participation ability and creativity. While children receive aesthetic education, they have a good understanding of Chinese folk culture, which is conducive to the benign dissemination and protection of intangible cultural heritage and the establishment of children's cultural confidence from below.

Acknowledgments

(Supported by the Development Research Center of Preschool Aesthetic Education in South Sichuan, Zi Gong Key Research Base of Philosophy and Social Sciences, Research on the application of Zi Zhong Puppet Art in preschool aesthetic education in South Sichuan, Project Number: XQMY20-07.)

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