

## Original Paper

# Research on the Application of Qingdao Local Characteristic Resources in the Role Area of Kindergarten Large Class

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### Abstract

*The aim of this study is to effectively apply local characteristic resources and integrate them into the role area of the large class to promote the development of children's social, language, artistic and other abilities, and further enhance their sense of belonging to their hometown. This study first clarifies the relevant concepts of this article, and then discusses the relevant theories, clarifying the research object and research methods; Then, the current application status and reasons for the role area of Q kindergarten's senior class were summarized and analyzed; Secondly, targeted integration of local resources such as local cuisine, landscape, and culture that Q Kindergarten can utilize into the role area of the large class will be conducted. The effectiveness of practical application will be analyzed based on the ability of teachers to develop and utilize local resources and the social development ability of young children; Finally, suggestions are provided for the effective integration of local characteristic resources and kindergarten role areas from the perspectives of teachers, children, and home school co education.*

### Keywords

*Qingdao local characteristic resources, Big class role area, Applied research, Q Kindergarten*

## 1. Definition of Related Concepts

### 1.1 Local Characteristic Resources in Qingdao

Local resources are closely related to people's lives, have a certain impact on their production and life, and have educational significance and cultural value Qingdao's local characteristic resources are resources with Qingdao's characteristics and local highlights that have developed through continuous changes and transformations in Qingdao city. The author classifies the resources according to their nature and use, and extracts the following types according to the relationship between the role area and

the local characteristic resources of Qingdao: food resources -Laoshan green tea, seafood, Jiaozhou cuisine, and fancy Mantou.Landscape resources - May Fourth Square, International Olympic Sailing Center Qingshan Fishing Village, Badaguan Scenic Area, Cultural resources - JiaozhouYangge, Cherry Blossom Festival, Beer Festival, Haiyuan'an Sugar Ball Club.

### *1.2 Role zone for Kindergarten Senior Class*

The role zone is a game area where young children engage in "imitating and imagining, creatively reflecting the surrounding life through role-playing". At the same time, in addition to the core value of developing children's sociality, it also carries many functions that can promote children's development. (Tang, 2023) The character area mainly includes regional materials, regional environment, and regional character games. Regional materials are materials that are delivered to young children based on environmental design, role-playing games, activity themes, and other content; The regional environment is not only the spatial layout and material elements of the character area, but also the atmosphere and characteristics of the character game area; (Zhao, 2023) Role play is the most typical and distinctive type of game in early childhood, in which children play adult roles and some social professions, and reproduce the surrounding life world in the game.

Based on the views and research needs of the researchers mentioned above, this study refers to teachers using the theme of role-playing games as the basis for creating a regional environment, allowing children to interact with materials and peers in designated activity areas, and recreate social production and life activity places through role-playing. These contents that are closely related to children's lives are easier to understand and play, and social training skills can be learned through role-playing. (Chen, 2020)

## **2. Discussion on Relevant Theories**

### *2.1 Research on Local Resources in Kindergartens*

Zhuang Yubei effectively integrates Minnan culture into kindergarten role-playing games by combining various forms of Minnan themed activities with role-playing games; (Zhuang, 2019) Li Xi analyzes the integration of Beihai Danjia cuisine culture into kindergarten role-playing games and the related issues of integrating Beihai Danjia cuisine culture into kindergarten role-playing games; (Li, 2023) Li Zhiying integrated the educational elements of local resources of "Tujia preserved meat" into the teaching of the five major areas of kindergarten. (Li, 2023) Many researchers focus on local areas and choose feasible local resources to integrate into kindergarten activities for practical research. However, from existing research, there are more studies on integrating the unique culture of a certain region into kindergarten curriculum and domain activities, while there are very few activities that are beneficial to the area, especially role areas.

### *2.2 Research on Role Zones in Kindergartens*

Materials are important elements for the normal organization of themed activities in the character area, and game materials and toys are important material guarantees for the successful implementation of

activities. The placement of materials in the kindergarten role area should focus on promoting children's physical and mental development while meeting their needs. At the same time, interactive materials should be provided as much as possible in the environment of the character area to meet the interactive, exploratory, and operational instincts of young children. The process of interaction between young children and materials is also a process of their cognitive development, emotional expression, and social development. (Yi, 2023)

### **3. Research Design**

#### *3.1 Research Object*

The researchers selected Q Kindergarten in Qingdao as an example, and the role area is an important component of the large class area. The researchers expressed their willingness to conduct research to the kindergarten and explained their cooperation needs to the principal. After obtaining consent, the principal's typesetter went to the freshman class because their class had the most distinctive role area of Qingdao's local characteristics, "Hello Qingdao!" The class teachers were also interested in researching Qingdao's local characteristic resources and did some practical work.

#### *3.2 Research Methods*

- 1) Literature review method. The author searched for relevant research on local characteristic resources and kindergarten role zones through CNKI, Wanfang database, books, policy documents, etc. By conducting a search and analysis of all literature, the current research status on the development and application of local characteristic resources in kindergarten role zones was summarized as a learning reference and theoretical basis for this study.
- 2) Observation method. The observation subjects of this study are 28 children in Class 1 of Q Garden, and the main content of the observation is the implementation status of Qingdao's local characteristic resources applied to related activities. As an assistant in practical application, the author observes the actual situation of young children.
- 3) Interview method. This study aims to understand the familiarity of Q kindergarten principal, Q kindergarten teachers, and parents of young children with Qingdao's local characteristic resources, the application of Qingdao's local characteristic resources in Q kindergarten, analyze the reasons for the current application status, and evaluate the effectiveness of the application practice.
- 4) Case analysis method. This study focuses on the deployment of Qingdao's local characteristic resources by teachers in the role area, designs and implements themed activities, forms activity cases, and studies the language and behavior of young children.

### **4. Current Situation Analysis**

#### *4.1 Current Situation of Local Characteristic Resource Application in the Role area of Kindergarten Senior Class*

Taking Class 1 of Q Kindergarten as an example, during the author's two-day effective observation, it was found that the role areas of this class are mainly focused on decoration, dolls, food, tools, and scenes. Taking the past five role-playing activities of Class 1 in Q Kindergarten as an example, the author found that the theme activities of this class lacked localization features, focusing on common game activity themes such as supermarkets, hospitals, and hair salons. Some of the content also had localization features to some extent, but only similar material elements or environmental design.

#### *4.2 Analysis of the Reasons for the Lack of Local Characteristic Resources in Qingdao*

##### *1) In terms of preschool teachers*

Through interviews, it can be seen that teachers have incomplete understanding of the concept of Qingdao's local characteristic resources. They only know that there are such resources, but they do not know the true origin and significance of them, and have not delved into them deeply. At the same time, Q kindergarten teachers are proficient in integrating conventional materials into the role area of the large class, and there is strong interaction between teachers and children. Children are immersed in the roles they play, which leads to a fixed thinking among teachers that the placement of these materials, the creation of the environment, and role-playing games are sufficient to promote children's growth. In addition, due to their limited time, energy, and understanding of Qingdao's local resources, their willingness to integrate Qingdao's local resources into the role area of the large class in kindergarten is not strong.

##### *2) In Terms of Kindergarten*

Kindergarten managers are concerned that there may be an adaptation period for resource development and utilization, which may not be conducive to the overall development of the role area. Through interviews with kindergarten principals, the author found that the role area of the kindergarten is still doing well. However, the managers are concerned about the effectiveness of resource development and utilization and its impact on young children.

## **5. Application Practice**

### *5.1 Application Practice of Hometown Cuisine*

Understand the love of green tea for hometown and cultivate children's interpersonal communication and cooperation skills. Laoshan green tea has strong competitiveness in northern China and is renowned in northern cities for its unique taste. Qingdao Laoshan District is the birthplace of Laoshan green tea, which can help children better understand and love their hometown.

The objective of the game "Laoshan Green Tea Production" is to understand the process of tea production, as well as the sequence and significance of withering, rolling, drying, screening, and packaging; master the operation methods of withering, rolling, drying, screening, and boxing, and cultivate children's cooperative awareness and ability through five steps; By learning about the famous tea leaves in their hometown, we aim to cultivate in young children a love for their hometown and a sense of belonging. Activity process: Children heat the freshly picked leaves at high temperature to

keep the tea leaves in their original state, Then the tender leaves after high temperature were kneaded and twisted, destroying the original shape of the tea leaves and reducing their volume, Next, use a dryer or pan to stir fry and dry, Re select the high-quality ones, and it is advisable to knead the leaves by hand to break them into small pieces. Finally, use wrapping paper to pack the tea leaves and place them in the tea box.

### *5.2 Landscape Application Practice in Hometown*

Understand the regional landscape, cultivate children's language comprehension ability, and encourage them to express themselves boldly. The May Fourth Square is named after the May Fourth Movement. As a landmark of Qingdao, children should be familiar with and use their own language to describe the May Fourth Square in their hearts.

The objective of the game activity "Little Tour Guide Comes" is to understand the architectural layout and historical culture of May Fourth Square, Be able to boldly tell the origin of naming, architectural features, etc. on public stage, The red culture education attraction has inspired children's patriotism. Activity process. Taking advantage of the parent teacher conference, a total of 26 teachers and parents were arranged as tourists, with 20 young children as tour guides, divided into 5 groups of 4 people each. Each group talked about different contents, including the origin of the May Fourth Square, the May Wind Sculpture, the square lawn, fountain, welcome platform, May Fourth Movement, and travel experiences: Two young children serve as hosts to guide the process; Six young children act as sharers, boldly sharing their feelings.

### *5.3 Cultural Application Practice in Hometown*

Charm Yangge stage, experience, appreciate and express the beauty of Yangge Jiaozhou Yangge is one of the three major Yangge songs in Shandong Province. It was included in the first batch of national intangible cultural heritage list on May 20, 2006.

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Hello! Yangge "game activity goal: Master the basic dance movements of Yangge and be able to dance independently according to the music; Boldly express oneself and use the stage to showcase dance movements; Experience the charm of intangible cultural heritage and become a lover and disseminator of intangible cultural heritage in your hometown. Activity process: Children perform on stage through their own learned dance movements, while also innovating some dance movements that are suitable for children. This not only showcases children's expressive power and artistic tension, but also spreads excellent intangible cultural heritage

### *5.4 Practical Achievements*

1) Enhance the ability of teachers to develop and apply local characteristic resources in Qingdao

On the one hand, teachers have a deeper understanding of Qingdao's local characteristic resources. In this practical application activity, the author and collaborating teachers first used various methods to collect and organize Qingdao's local characteristic resources that Q Kindergarten can utilize, so that teachers can have a more comprehensive understanding of local characteristic resources through

reading materials first. Based on teachers' personal learning, teaching and research activities, personal organization, reflection and recording experiences, they can have a deeper understanding of Qingdao's local characteristic resources. For example, the history of the May Fourth Movement, the development of Jiaozhou Yangge, as well as its movements, Olympic spirit, and other deep-seated content values.

On the other hand, the ability of teachers to organize local resources for role-playing games has been enhanced. Through this practical application, the author discussed and exchanged ideas with collaborating teachers. Based on their understanding of the local characteristics of Qingdao, they designed innovative activity themes and incorporated fresh localized materials through teaching and research activities. For example, Jiaozhou Yangge, which did not involve such themed activities before, also tried various forms during the early teaching and research process. Finally, in the form of a tour, children were able to boldly express themselves, providing a case for role-playing performances.

## 2) The development of children's abilities

One is the development of children's sociality. The social development of young children is a psychological process in which they continuously autonomously master social norms, improve self-awareness, adapt to social roles, master interpersonal communication skills, better adapt to society, and cultivate a sense of belonging through their interaction with the social environment. Through this practice, children's interpersonal communication skills and cooperation awareness have been continuously enhanced, while their understanding and identification with their hometown have been strengthened. In the role-playing game "Laoshan Green Tea Making", children are required to cooperate through the sequence of five steps and the tea making process, constantly enhancing their sense of cooperation. At the same time, children have a greater love for the tea flavor reflected in the 1500 year history of tea in their hometown.

The second is to enhance the language ability of young children. The language of young children is cultivated and developed through communication and application. Through this practice, the understanding ability of young children has been cultivated, while enriching their ability to express themselves boldly in language. For example, in the role-playing game "Little Tour Guide Comes", by playing the role of a tour guide and explaining to parents, teachers, and others about the layout of the scenic spots and the events behind May Fourth Square, one can enrich their language and boldly speak up to express themselves.

Thirdly, it cultivates children's artistic expression. Art should start from feeling and appreciating, expressing and creating, and cultivate young children's understanding of beauty, expression of beauty, and recreation of beauty. Through this practice, children were able to experience the beauty of local culture and truly perform it, constantly creating and improving their expressive power in the process. For example, in the role-playing game of "Jiaozhou Yangge", children experience the charm of intangible cultural heritage through performing Yangge, constantly showcasing its meaning through dance.

## 6. Suggestions for Application

### 6.1 Strengthen Teacher Participation and Promote District Corner Construction

Teachers are the main organizers of activities and a necessary condition for the orderly development of the entire event. Specific situations and content cannot be separated from the development and design of teachers. Regional activities require teachers to actively unleash their creativity in developing, designing, organizing, and evaluating. Therefore, teachers play a crucial role. The teacher's understanding of children and regional activities is the guarantee for the smooth implementation of role-playing activities.

#### 1) Expand teacher awareness and enhance development consciousness

The author believes that teachers are the most fundamental role in the development and utilization of local resources in the role zone. At the same time, they are the organizers, participants, and guides of activities. Therefore, teachers should strengthen their understanding of Qingdao's local characteristic resources. Firstly, they should collect information about local resources. Secondly, they should start from the acceptance of young children, attach importance to the form and content of their application in the kindergarten role zone, and finally transform their consciousness into practical actions.

The participation of teachers is a condition and guarantee for effectively developing and utilizing local characteristic resources. The local characteristic resources in Qingdao are relatively abundant. For Q Kindergarten, there is no unified arrangement and mode for the development and utilization of local resources. Therefore, the entire process from the investigation and screening of Qingdao's local characteristic resources to their inclusion in the role area cannot be separated from the participation of teachers. Teachers need to guide young children to experience the local characteristic resources of Qingdao, so the first thing they need to do is their own cognition. They need to be accurate, familiar with what they have learned, and apply it. In the process of applying it in the role area, teachers need to develop resources to integrate into the game. Teachers need to conduct research and discussion, write plans, hypothesize scenarios, organize activities, reflect on records, etc. This is a very high standard for teachers. Therefore, teachers themselves should attach importance to the importance of activities, accelerate the pace of understanding Qingdao's local characteristic resources, clarify the important value of Qingdao's local characteristic resources in promoting children's development, and enhance development awareness.

#### 2) Encourage interaction between teachers and children to form a win-win situation in the community

The development and application of Qingdao's local characteristic resources is a systematic and tedious process that cannot be achieved solely by individual teachers, and may involve some subjective ideas. Children are children, and sometimes we cannot understand their strange thoughts. Fixed thinking can trap teachers in routines and templates. Therefore, how teachers can break out of the framework and truly enter the hearts of children is an important part of achieving effective application of Qingdao's local characteristic resources. Therefore, teachers and young children should have regular communication and dialogue to form a concentric circle.

In the application practice conducted by the author, it was found that the effect of teacher child interaction before some activities was significantly better than other activities. Both teachers and children jointly formulated suitable plans and schemes, and implemented activities with localized themes, so that Qingdao's local characteristic resources could play a greater value in the development and utilization of the kindergarten's large class role area, and truly achieve the two-way flow of teachers and children.

### *6.2 Putting Children at the Center and Making Them the Main Characters*

Children are the main body of all activities in kindergarten, and all activities should be centered around them. In regional activities, teachers should pay attention to children's existing experience and skills, especially in the large class. Children's age characteristics and psychological characteristics have gradually matured. Only when children play a good role in the role area can they effectively build a localized role area that really helps children develop. According to the analysis, researchers mainly construct from the following two levels.

#### *1) Explore children's experiences and familiarize themselves with existing skills*

The preschoolers in the senior class have been studying and living in kindergarten for two years, and their age characteristics, intelligence level, motor development, social behavior, and other aspects are more evident and comprehensive. The development of activities in the role-playing area cannot be separated from the support of children's life experience. The richer the life experience, the more children can fully demonstrate their feelings about life in games, and they can better unleash their creativity in games.

#### *2) Explore the potential of young children and continuously monitor trends*

Children have unlimited imagination, creativity, and curiosity, coupled with their active and playful nature, which promotes their strong potential. Every child's potential is infinite and can be discovered. What teachers need to do is to constantly guide, encourage, and increase challenges to let children shine. At the same time, each child has their own unique strengths that may not be reflected in daily life and may not be known to parents, but can be easily observed and analyzed during game activities and role-playing, including the child's psychological state and strengths. Therefore, in role-playing games, we should always pay attention to young children, observe their speech and behavior, and constantly explore their future potential, development direction, and cultivate dynamics.

### *6.3 Parent Park co Education, Enriching Local Resources*

Parents are the first teachers of their children, and the family environment directly affects the growth of young children in the early stages. At the same time, the local characteristic resources in Qingdao that the author researched cannot be separated from the help of parents. Qingdao's local characteristic resources mainly come from life, and parents come from various industries, which are closer to local resources and have more opportunities to come into contact with them. For example, parents with children are seafood workers, and parents with children are workshop workers. These jobs or roles have a very high degree of coordination with the roles and corners, and also play an important role in the



application of Qingdao's local characteristic resources in the role areas of kindergarten classes. The author mainly provides suggestions from the following two aspects.

1) Organize open activities and value parent-child communication

Parents and their concern for the growth and changes of young children, through open days, allow parents and children to play a role together, build an organizational structure under the social system, and promote the physical and mental development of young children. On the one hand, young children live in the family for a long time, and parents have a basic understanding of their personality, style, and expertise. Parents can provide effective experience and suggestions for role decoration; On the other hand, parents have been living in the local area since childhood and have a long history. They may have a deeper understanding of the resource composition of the local area than teachers. Through the organization of activities, suggestions from parents, and reflections from teachers, they can improve and optimize the form and content of activities, allowing children to feel more deeply the care and love of their parents and better build a good parent-child relationship.

2) Utilize parental resources to enrich children's experiences

Montessori once pointed out that "young children undergo many growth changes during sensitive periods, which prompt them to connect with the external environment in a special way. Young children should learn through direct perception and personal experience." Parental resources are very valuable educational resources, and kindergartens should make full use of them.

The local characteristic resources in Qingdao have extremely high cultural value and educational significance, and the continuous development of young children requires the constant baptism of hometown resources. Parents are important participants in resource development and utilization. Qingdao's local characteristic resources are abundant in nature and society. On the one hand, when kindergartens need to carry out related activities, parents lead their children to collect relevant materials on local resources; On the other hand, many parents in Qingdao are very willing to lead their children to experience the unique cuisine, scenery, culture, etc., of Qingdao, enriching their children's local cultural experience through direct practice.

## 7. Conclusion

There is a close connection between Qingdao's local characteristic resources and the role areas of kindergarten classes. Fully exploring the educational value of local characteristic resources plays an important role in promoting the development of young children. At the same time, the target audience of preschool education is unique, and we need to have a deep understanding of children's feelings and experiences of local characteristic resources in their role areas.

This paper takes Q Kindergarten in Qingdao as the research object and selects the first grade as the sample for the study. The study utilized literature review, observation, interview, and case analysis methods to understand the current situation of local resource application in the role area of kindergarten senior classes in Qingdao, and conducted a causal analysis; Based on this, an application practice was

carried out in Q Kindergarten to integrate the local cuisine, landscape, and culture into the role zone. Analysis was conducted on children's behavior and teacher interviews, and the effectiveness was summarized from two aspects: teachers' ability to develop and utilize local resources and the development of children's abilities; Based on theoretical knowledge, it is suggested that in the future, when applying local characteristic resources to role areas, teacher participation should be strengthened, with children at the center and home school cooperation for joint education.

The application of Qingdao's local characteristic resources to the role area of kindergarten classes is a complex and systematic project. This study only selected the first class of Q Kindergarten in Qingdao and some Qingdao's local characteristic resources in the role area for research. Based on this, several suggestions were put forward. Therefore, the universality of the research results still needs further improvement. Some local characteristic resources in Qingdao have rich educational value, and their application in other fields of kindergartens also needs to be further expanded. We look forward to following up in the future.

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