

Problems and Strategies of Kindergarten Regional Activity Environment Creation under the Perspective of Life Aesthetics

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Abstract: Kindergarten regional activities are an important part of kindergarten education, and the creation of its environment plays a key role in supporting the independent development of young children's lives. Aesthetics of life focuses on human life activities, and it provides new perspectives for the creation of kindergarten regional activity environments in terms of biological life, spiritual life and social life in the "triple life theory" of aesthetics of life. On the basis of the theory of "triple life theory" and the value of kindergarten regional activity environment creation, the article explores the intrinsic connection between kindergarten regional activity environment creation and biological life, spiritual life and social life, and further finds that there are problems in kindergarten regional activity environment creation, such as neglecting the biological life needs in the spatial layout and materials, lack of spiritual life in the environmental atmosphere, and the lack of the spiritual life in the environmental environment. It is further found that there are problems in the creation of kindergarten regional activity environments such as neglecting the needs of biological life in spatial layout and materials, lack of care for spiritual life in the environmental atmosphere, and insufficient understanding of social life in the interactive relationship, etc. It is proposed that kindergarten teachers should scientifically lay out the space and put materials in the area and pay attention to the real needs of young children; create a beautiful environmental environment to open up the spiritual world of young children; and have a series of strategies for creation such as diversified interaction and direct face to the social development of young children.

Keywords: Aesthetics of life, kindergarten, regional activity environment creation, triple life.

1. Introduction

The aesthetics of life first originated in Western countries, and through the cultural exchanges between the East and the West, the contemporary Chinese aesthetics of life appeared in the 90s of the last century, among which, the aesthetics of life is represented by Pan Zhichang's "Ontology of Life" and Feng Xiaolun's "Triple Life Sermon", and so on. This paper takes the "threefold life theory" proposed by Feng Xiaolun, one of the main representatives of contemporary Chinese life aesthetics, as the theoretical basis. In his book *Aesthetics in Human Life System*, Feng Xiaolun divides human life into three parts and puts forward the "triple life theory", in which he elaborates on the biological life, spiritual life and social life of human beings, and builds a more complete theoretical framework of life aesthetics. [1]

The kindergarten regional activity environment referred to in this article includes not only physical factors such as the setting of the regional space and site, the manipulative materials provided, but also human factors such as teacher-child relationship, peer relationship and regional learning atmosphere implied in the environment. [2] The creation of kindergarten regional activity environment is closely related to the development of young children's lives in regional activities, through the analysis of the connotation of the "triple life" of life aesthetics and the value of kindergarten environment creation, to explore the connection between the two, and on this basis, combined with the current problems in the creation of regional activity environment and put forward a strategy to solve the problems. On the basis of this, we propose strategies to solve the problems in the creation of regional activity environments in order to inspire

kindergarten teachers in the creation of regional activity environments.

2. The Correlation Between the Aesthetics of Life and The Creation of Kindergarten Regional Activity Environments

2.1. The Connotation of "Triple Life" of Life Aesthetics

Feng Xiaolun believes that "all the actions of life are to fulfill the requirements of the essence of life" [3], and at the same time, he proposes that life is a system, and that human beings are the unity of the threefold life. The first life, i.e. biological life. Biological life takes survival, reproduction, and evolution as its essence, and is the most basic existence of the threefold life of man. The second life is spiritual life. Spiritual life refers to the concrete human being who lives in spiritual time and space, which takes spiritual time and space as the place and way of activity, takes himself or a group of people with himself as the core as the main subject of activity, takes the spiritual activity to satisfy the needs of life as the main event, and it is difficult for this activity to be felt by other people other than oneself. The biological life and spiritual life of human beings belong to individual existence, while human beings exist socially, and as a group animal also possess a third life, i.e., social life, which comes into being when the individual creates a connection with his or her surroundings. Thus, every human being, from the time he or she comes into the world, gives rise to social life. These threefold meanings of life do not develop in a balanced way and may even be in

opposition, but they govern human behavior from a holistic perspective. Therefore, in reality, our behavioral performance is the result of the unity of the three. [3, 4]

2.2. The value of creating the environment for regional activities in kindergartens

2.2.1. Contribute to the physical development of young children

Early childhood is a key stage of physical development. Kindergarten regional activity environments can provide children with a variety of free exercise opportunities, such as sports areas, science areas, art and craft areas, role-playing areas and so on. By creating a spacious, safe and challenging kindergarten area activity environment and putting rich materials in it, it can help children develop various physical qualities such as large and small muscle movements, body coordination and flexibility, cultivate children's hands-on ability and practical ability, and promote the healthy growth of children's bodies.

2.2.2. Contribute to the personalized development of young children

Kindergarten regional activities have independent selectivity and active exploration. A good kindergarten regional activity environment is created on the basis of children's interests and needs and age characteristics, and different goals are set up in each regional activity environment, such as the goal of the language area is directed to the language field, and the goal of the music performance area and the art area is directed to the field of art, so as to develop children's various fields through the goal-oriented development. The children can participate in each activity area independently, and through active construction, they can improve their experience, and at the same time, their personalities are also developed.

2.2.3. Contribute to the social development of young children

The kindergarten regional activity environment gives young children more opportunities to interact with their peers, and young children discuss, cooperate and share with their peers, and their sense of cooperation, teamwork and social skills develop. In addition, in the kindergarten regional activity environment creation, children interact with the words, pictures and other materials in the environment, and with the words, expressions and behaviors of their peers and teachers.[5] In the process of constantly interacting with their surroundings, young children increase their own perception of their surroundings, acquire relevant abilities and experiences, learn to communicate and exchange, and then promote social development.

2.3. Linkages between the two

Feng Xiaolun proposed that the existence of life is the premise and foundation of all activities, and the pursuit of better life is the ultimate purpose of all activities [3], meanwhile, the "triple life theory" emphasizes the subjectivity of the individual, and attaches importance to the free development of human beings. Understanding the regional activities of young children from the premise and foundation of all activities, the life of young children becomes the logical starting point of the regional activities of young children. The kindergarten regional activity environment creates the growth of young children's life in the value level of their body, personality and sociality. These three aspects of

life are organically linked to the three levels of value of kindergarten regional activity environment creation.

The creation of regional activity environment for young children involves the design and layout of spatial environment, the selection and placement of regional activity materials, and the construction of psychological environment for interaction and interaction between young children [6]. From the perspective of life aesthetics, the layout of space and materials in kindergarten regional activity environment creation influences biological life, the atmosphere of regional activity environment influences spiritual life, and social life emerges from the connection between people, and the interaction of kindergarten regional activity environment creation influences social life.

3. Problems of Creating Environment for Kindergarten Regional Activities Under the Perspective of Life Aesthetics

3.1. Spatial layout and materials: neglecting the needs of biological life

The spatial layout and material placement of kindergarten regional activity environments affect the biological life of young children to a certain extent. Through investigating the current situation of kindergarten's regional activity environment creation, it is found that some kindergartens do not take into account the biological needs of young children in the spatial layout of the regional activity environment and the placement of materials.

With regard to the spatial layout of kindergarten regional activity environments, firstly, there is insufficient lighting in some of the regional spaces, such as the book area and the art and craft area. Young children are at a critical stage of growth and development, and are sensitive to light. When reading picture books and making handicrafts, a dimly lit environment will have an adverse effect on their eyesight. Secondly, the regional space is relatively small. Some kindergartens, due to the need for collective teaching activities, set up a more compact regional activity environment, children in the area of the activity is obviously insufficient. Third, there is no effective separation between the quiet and lively area space, and children cannot maintain good concentration in the area activities.

In terms of the materials put into the kindergarten regional activity environment, firstly, there is a single type of material and the proportion is not reasonable. The number of high-structured materials is high, such as imitations of vegetables, fruits, candies, etc., while the number of low-structured materials is low. Children often scramble for the materials they need because they can't get what they need, which makes it impossible to carry out regional activities normally. Secondly, the speed of updating the materials in the area is slow, and the unattended materials cannot be removed in time, which not only causes a waste of space in the area, but also affects the children's interest in choosing the materials. Third, the relevance and functionality of the regional materials are not strong, and the materials put in between the regions are isolated and often only applicable to one regional activity environment, which is not conducive to the generation of children's experience.

3.2. Environmental climate: lack of care for spiritual life

The current kindergarten regional activity environment creation still exists in the phenomenon of teacher-led, this phenomenon hinders the creation of regional activity environment for young children, young children's own needs and interests, as well as the initiative, initiative, teachers unconsciously instill their own ideas and perceptions of the mandatory instillation of young children [7], for example, the teacher to plan ahead of time the rules of the activities of the regional environment, will be printed on the pattern, drawings and directly posted in the regional activity environment, thus greatly reducing the sense of participation of young children. activity environment, thus greatly reducing children's sense of participation. Under the highly controlled environmental atmosphere, young children's spiritual life is not cared for and nourished, and their spiritual life will produce the risk of barrenness, which hinders young children's independent and holistic development, and to a certain extent, affects the smooth implementation of regional activity teaching.

3.3. Interaction: insufficient recognition of social life

The interactive relationship of kindergarten regional activity environment creation includes the interaction with the objects in the surrounding environment as well as the interaction with the people in the environment. In the current kindergarten regional activity environment, on the one hand, the kindergarten regional activity environment has a certain degree of closure, for example, the wall layout does not reflect the "dialogue" with the children, and there is a lack of communication and cooperation between the children in each area, which is not conducive to the development of children's social nature. On the other hand, the interaction between teachers and children in the kindergarten area activity environment affects children's social interactions. When teachers show negative emotional behaviors such as dissatisfaction with children, children are prone to negative emotions, and confrontational and aggressive behaviors often occur in peer interactions. [8]

4. Strategies for Solving the Problems of Creating Kindergarten Regional Environment Under the Perspective of Life Aesthetics

Kindergarten regional environment under the perspective of life aesthetics is created from the needs of biological life, the environmental atmosphere is linked to individual emotions, infiltrating the spiritual life of people; interaction as a link, promoting the development of social life; therefore, the kindergarten regional environment under the perspective of life aesthetics should be centered on the independent development of young children's lives, and promote the realization of triple life as the starting point, through the scientific setting of regional space layout and materials, creating a beautiful environmental atmosphere, and attaching importance to multiple interaction to create a regional activity environment to promote the maximum development of young children's lives. Scientific setting of regional space layout and materials, creating a beautiful environmental atmosphere, and emphasizing multiple interactions to create kindergarten regional activity environments to promote the maximum

development of young children's lives.

4.1. Scientific layout of space and materials, focusing on the real needs of young children.

The creation of kindergarten area activity environment under the perspective of life aesthetics should emphasize the safety of space layout and materials, and the Outline of Guidance for Kindergarten Education (for Trial Implementation) explicitly requires that "kindergartens must put the protection of young children's lives and the promotion of young children's health on the top of their work". In the protection of young children's physiological safety and psychological safety on the basis of kindergarten area activity environment for scientific space layout and put materials.

4.1.1. Make good use of light to skillfully layout the area space

Vision is one of the most important ways of perception for young children, and making good use of light has an important impact on their visual development and cognitive development. In the spatial layout of kindergarten regional activity environment, the brightness of light, color and other details should be carefully considered. For example, in the library area, art area and other areas to ensure adequate natural lighting, to protect the eyesight of children's health, improve children's ability to concentrate. In addition, reflective light, shadow and other light phenomena can be skillfully utilized to design the area space to cultivate children's observation through the transformation of light and shadow.

4.1.2. Area space should meet the activity needs of young children

A scientific spatial layout should take into account the activity characteristics and interest needs of children of all ages, and reasonably and promptly adjust the proportion of space to avoid a serious imbalance in the number of people in the area. For example, the proportion of space in areas such as doll's house, performance area and scientific exploration area can be increased appropriately for children in small, medium and large classes respectively. In addition, the separation of movement and static between areas should be emphasized, and the layout of the areas should be classified according to the actual activities of the children, and transition areas should be set up to weaken the negative influence between areas, so as to improve the concentration of the children and enable them to learn and live in a relaxed manner.

4.1.3. Material placement is based on children's real needs

Young children can only construct their experiences of the external world in the process of interacting with the materials in the area, so the provision and placement of materials is a key link in the creation of the area environment [9]. First of all, the materials should emphasize authenticity, close to the life experience of children, and provide children with real, natural and operable materials. In the process of creation, let the children experience the natural characteristics of the materials, so as to greatly improve the enthusiasm and initiative of the children to create the environment. Secondly, the materials should emphasize diversity. Teachers should fully explore the available value of the materials and use them for multiple purposes, so as to better adapt to the interests and abilities of young children of different ages and development levels, and to guide young children to use the materials in a diversified way, so that young children can have diversified

choices and attempts. Finally, the materials should focus on openness, open material placement refers to the activity material placement and organization, which can meet the children's free access to activity materials and material organization according to their own wishes, so as to support the independent development of regional activities and meet the needs of young children's exploration. [6] Low-structured materials often have a certain degree of openness. There are abundant low-structural materials in nature, such as tree branches and fallen leaves. Combined with the actual situation of the kindergarten, encourage children to go out of the outdoor, into nature, in nature to find the materials used in the creation of the regional activity environment, so that children can fully imagine with their own interest and experience.

4.2. Creating a beautiful environmental atmosphere and opening up the spiritual world of young children

The existence and development of human life is always realized in communication, understanding and interaction with others, and the real subject of life can exist only in the relationship of interaction, i.e., when the subject and the subject recognize and respect each other's subject identity. [10] First of all, teachers should establish an equal and mutually respectful relationship with young children and understand and accept their emotional feelings. Enable young children to express their thoughts and feelings fully and freely, so as to maximize the development of young children's spiritual life. For example, when putting materials for regional activities, teachers should observe and listen to the ideas and needs of young children, so that the materials can be put in a more targeted way to meet the developmental needs of young children, and promote the healthy growth of young children's body and mind. In the process of creating regional environments, teachers should fully observe the learning status of young children and adjust the content of the materials in a timely manner according to their actual development, so as to satisfy young children's desire for activities and ensure the orderly development of the activities at the same time. Secondly, the spiritual world of young children responds to the life needs of their own nature and is independent of their own spiritual needs. [11] Regional activity environment creation should focus on living, respect and suitably meet the young children's own life needs, reflect children's real life, and fully consider the individual differences between young children. Finally, young children should be given a sense of belonging in the kindergarten regional activity environment created. Through the use of soft colors of the activity space will be easier to give children a warm feeling, thus enriching the body's sensory experience. In addition, putting the body in a state of relaxation by changing the colors and decorations of the activity space can enhance the experience of satisfying the body's comfort. Some studies have proved that color can change people's moods and their judgments about the size, weight and distance of objects. [12]

4.3. Multiple interactions to address young children's social development head-on.

Life is a relational existence, "If we take away the social element from the child, we are left with an abstraction; if we take away the individual element from the social aspect, we are left with a dead, lifeless collective." [13] Therefore, in

addition to focusing on the development of young children's individual spiritual life, the growth of young children's social life should also be focused. Multiple interactions are an effective means to achieve the social development of young children. Multiple interactions include interactions with materials in the environment, teachers, peers and social resources. The materials in the environment can be taken from the excellent culture of the Chinese nation, so that children can not only feel the charm of Chinese culture, but also obtain social and cultural information from the environment. In terms of teachers and young children, emphasis should be placed on the quality of teacher-child and young-child interactions so that young children's socialization can be maintained and developed. In addition, teachers should strengthen their interaction and cooperation with parents. They should make full use of the resources of parents and the family community, and encourage parents to collect used objects as supplementary materials for children's creation of the regional environment.

On the one hand, it creates regional spaces that are conducive to interactions, and dilutes the boundaries between regional activity spaces in order to support children's development. On the other hand, the interaction between the materials of various regional activities is considered in depth, and when materials are put into a certain region, attention is paid to the correlation between the materials and other regions, and the children are guided to combine and use the materials between regions. For example, the materials in the art and craft area can be processed by children and put into the puzzle area, role-playing area, and science area to ensure that the materials between areas can be intercommunicated and used in combination, highlighting the interactive characteristics of the area, and enhancing communication and interaction between children in the area, which is conducive to cultivating children's creative thinking and multi-faceted development.

5. Conclusion

The aesthetics of life focuses on human life activities, and the triple unity of biological life, spiritual life and social life is the highest realm for human beings to pursue the beauty of life. Kindergarten regional activity environment creation is an important educational resource, which should carry the tension and demand of young children's life, and give young children the maximum development.

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