International Journal of Education and Humanities
ISSN: 2770-6702 | Vol. 4, No. 1, 2022

Study on the Influence of Local Drama on Regional Preschool Aesthetic Education Under the Theory of Cultural Capital

-- Take Zi Zhong Puppet Show as An Example

Hao Xie

Sichuan University of Science and Engineering, Zigong, Sichuan 64300, China

Abstract: Preschool aesthetic education is an important part of the social and cultural education structure, and it is also the most basic stage for individuals to accept aesthetic education. With the gradual development of human civilization, the form of preschool aesthetic education is more diversified and the scope is more expanded. Today, with the increasing wealth of cultural capital, preschool aesthetic education still has unbalanced regional development and uneven development in a small area. Based on this, this paper aims to explain the relationship between cultural capital and the development of regional preschool aesthetic education. It also explains that the relationship between local drama and preschool aesthetic education makes local drama form a benign promotion and symbiotic relationship for the development of regional preschool aesthetic education, and makes use of regional cultural advantages to minimize the imbalance of regional development of preschool aesthetic education.

Keywords: Social capital theory, Local drama, Aesthetic education in preschool.

1. Introduction

Preschool aesthetic education is to cultivate the ability of preschool children to understand beauty, love beauty and create beauty. Under the narrow recognition, the guide of preschool aesthetic education is completed by the cooperation of preschool teachers and parents. However, the development of society so far, every individual can not exist without the influence of the environment. Pre-school aesthetic education is not so much the responsibility of any individual as the result of the combined action of various social factors. Aesthetic education is a comprehensive science, which has both the rationality of pedagogy and the sensibility of art. The particularity of the acceptor of preschool aesthetic education requires the teaching method to be lively and simple. CAI Yuanpei, a modern pre-school educator, once put forward the educational policy of "five educations", which completely innovated the feudal educational idea. It is said that "aesthetic education is the use of aesthetic theory in education, with the purpose of cultivating feelings". Development so far, although the form of aesthetic education is rich, but the fundamental idea is still maintained, preschool aesthetic education is to guide preschool children to use elegant eyes to observe phenomena, understand things, understand the essence, create the process of beauty. It is also the cornerstone and an important part of human civilization.

2. Regional Imbalance in The Development of Preschool Aesthetic Education

On October 15, 2020, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving the Work of School Physical Education in the New Era and the Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era, which mentioned that art games suitable for children's physical and mental characteristics should be carried out in preschool education. Establish a support mechanism for schools with weak aesthetic education foundation. We will promote the comprehensive reform of art education in rural schools, such as experimental counties, and establish a mechanism for inter-school teacher sharing and "hand-in-hand" assistance between urban and rural schools. As early as 2020, the state has noticed the unbalanced development of aesthetic education in different regions, and has made guidance to reduce the unbalanced development of aesthetic education in different regions from the macro policy level. The state has made efforts to realize the equality of education through various means. However, due to the differences of regional development, the development of preschool aesthetic education in different regions still shows different degrees of disparity. In contrast, developed areas and cities have a richer social capital and cultural capital, developed economy, strong public consciousness of aesthetic education, rich related talent resources, rich soil to ensure the implementation of preschool aesthetic education, and become the norm. But not central areas or cities, grasp more poor educational resources, coupled with poor economic strength, it is difficult to fully reproduce the preschool aesthetic education measures in developed areas.

3. The Relationship Between Cultural Capital Theory and Regional Preschool Aesthetic Education

3.1. The Concept of Cultural Capital Theory

Cultural capital theory is one of the classical theories of Bourdieu's sociological theory, which classifies and analyzes seemingly abstract and intangible culture, and summarizes the relationship between culture and capital, and the transformation relationship between cultural capital and other

social capital. The culture is related to other factors in society, and the effect is generated from various associations. Bourdieu divides capital in social space into three types: "The first is economic capital, which can be immediately and directly transformed into money, and it is institutionalized in the form of property rights. Secondly, cultural capital, which can be transformed into economic capital under certain conditions, is institutionalized in the form of educational qualifications. The third is social capital, which is formed in social connections and can also be transformed into economic capital under certain conditions. It is institutionalized by a certain social status and title. Economic capital, cultural capital and social capital can be transformed through relation bridging. Cultural capital and symbolic capital are both hidden and scarce. The idea that culture represents status and power has its roots in classical sociological theories, especially seen in the works of Max Weber and Emile Durkheim. Bourdieu argued in his book "Differentiation" that it was the social and structural background that caused the difference, and thus proposed the theory of cultural capital and elaborated its three forms of existence: The first is the concrete form, which refers to the dignity, posture, appearance, expression and habits of the individual. The culture spread through the process of socialization refers to a tendency that exists for a long time in the body and mind, and appears in the form of the so-called "habit". Secondly, the objective form of materialized national cultural capital, such as literary works and artworks, exists in the form of cultural commodities such as commodities, cultural relics, Musical Instruments, machines, tools or buildings. Economic capital can be owned as property and passed down to the next generation with the ability to perceive and enjoy it. The third is the institutionalized form. The institutionalized national cultural capital is the cultural capital acquired by individuals through learning rather than inheritance. Such as institutional education certificate, diploma, etc. Bourdieu's cultural capital theory is a concept put forward under the special social background of French society. As far as sociology of education is concerned, the final effect of education depends on many factors such as social system, social consciousness, policy, economy, group and individual. It is necessary to use theories critically to analyze current problems.

3.2. Cultural Capital Theory and Preschool Aesthetic Education

At first, cultural capital was only a dimension to study class inequality in sociology. With the development of social group relations, the relationship between cultural capital and social capital has also become an important topic. The theory of cultural capital has been widely used in the field of pedagogy, which takes the theory of cultural capital as a conceptual principle to explain the imbalance of regional development in education and educational effects. The inequality between social classes stems from the distribution of economic capital to certain classes, and the unequal distribution of cultural capital is also an important cause of class inequality. Preschool aesthetic education is a common concern of the whole society. In economically and socio-culturally developed areas, various preschool aesthetic education activities can be carried out by relying on the educational platform of colleges and universities and social education institutions. For example: school and kindergarten teachers directed delivery, drama group and kindergarten cooperation curriculum, art artists and teachers explore the new way of preschool aesthetic education curriculum activities and so on. But more remote areas, do not have the corresponding preschool aesthetic education resources, in the form of the curriculum will be more monotonous, aesthetic education activities are limited.

4. Current Situation of Local Drama Intervention in Preschool Aesthetic Education

In recent years, many researchers of aesthetic education and local culture have noticed the benign promotion of local culture to preschool aesthetic education, and there are abundant cases of applying local culture, local drama and intangible cultural heritage to aesthetic education teaching. For example, Sichuan dramatic change face combines Bashu culture and aesthetic education into children's drama; Xigu Army Nuo culture and school art education integration. Zizhong Puppet show is a national intangible cultural heritage. Zizhong Puppet Troupe is mainly engaged in the creation of puppet show with rich themes and diverse forms of expression. The puppet show launched by the troupe has greatly enriched the forms of aesthetic education and expanded the scope of aesthetic education activities. In 2021, the Puppet troupe carried out the 13th Zizhong County Hundred Puppet show activities on campus, performing puppet fantasy plays, puppet fables and puppet life plays for children, and adding interactive games to integrate traditional arts with preschool aesthetic education. Education is integrated into the story, and then presented in the form of puppet show, so that children can perceive the beauty and receive education in the game, and the lecture is imperceptibly transmitted to children.

5. The Advantages of Local Drama in Preschool Aesthetic Education

Local drama and preschool aesthetic education combined with reality is a win-win positive interaction. Local drama intervening in preschool aesthetic education enriches the forms of preschool aesthetic education. Especially for the preschool aesthetic education environment in remote areas, local operas can make use of the most convenient high-quality traditional art forms to carry out aesthetic education activities under the premise of saving the most cost. As far as local drama is concerned, it is the best way for local preschool aesthetic education to integrate education with entertainment to get the most dynamic communication channels and build up children's cultural confidence.

Acknowledgment

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.

References

[1] Li He, Yang Yunshu. History of Preschool Education [M]. Beijing: Beijing Institute of Technology Press, 2019.

[2] Xinhua News Agency. The General Office of the CPC Central Committee and The General Office of the State Council issued

the Opinions on Comprehensively Strengthening and Improving the Work of Physical Education in Schools in the New Era and the Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era [EB/OL]. http://www.gov.cn/zhengce/2020-10/15/content_5551609.htm, 2020.10.15.

[3] Bao Yaming. Cultural Capital and Social Alchemy [M] Shanghai: Shanghai People's Publishing House, 1997.

[4] Liu Jiajia. Significance of traditional drama education in kindergartens [C]//. Proceedings of 2019 National Education and Teaching Innovation and Development High-end Forum (Vol. 6).[Publisher unknown],2019:72-73.

[5] You Wanling. Research on Kindergarten Aesthetic Education Curriculum Rooted in Chinese Excellent Traditional Culture -- A Case Study of Children's Creative Drama Game Curriculum Practice [J]. Early Childhood Education Research, 2018(01): 31-33+40.