

Characteristics, Value and Path of Kindergarten Ecological Education

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Abstract

Ecological education has become an effective way to solve the imbalance between human and nature. Preschool education, as the basis of basic education, is of great value to the growth of children's life by allowing them to contact nature, perceive nature and care for all things in nature. Starting from the three characteristics of kindergarten ecological education: aesthetic, educational and unity, this paper discusses the value of kindergarten ecological education effectively, and then puts forward the path of implementing kindergarten ecological education, in order to provide some reference for kindergarten teachers.

Keywords

Kindergarten ecological education; Aesthetic; Nature; Path to explore.

1. Introduction

True ecological education should make children throw themselves into the embrace of nature, try their best to understand and explore various mysteries of nature, gradually develop a strong sense of life, and begin to know how to love and Revere nature. However, the pseudo-natural growth of human desires often ignores the value of ecology, which makes people's living environment deteriorating day by day and causes many social problems. To make our home better, we need to go back to the beginning of our lives to think about ecological education.

2. Characteristics of Ecological Education in Kindergartens

2.1. Aesthetic

The essence of ecological education is to make people and all things in nature coexist in harmony, and the reasons of nature will unconsciously sneak into people's consciousness. Ecological education is to establish a smooth and clear communication channel for them, so that individuals and nature fit together, and in this process, children can constantly discover and perceive the beauty of nature. Aesthetic, as it were, throughout the course of the kindergarten ecological education, embodied in the following two points: from the point of the external performance, the kindergarten ecological education activity showed a pair of man and nature harmonious communication good ecological scene, children according to their own pure nature wild swimming better in between heaven and earth, and a kind of harmony of ecological environment; From the perspective of internal experience, children constantly communicate with nature in this process, and have been nourished by nature intentionally or unintentionally. No matter from external performance or internal experience, the ecological circle of individuals under the shadow of ecological education is already filled with a large number of aesthetic elements.

2.2. Educational

The importance of kindergarten ecological education lies in implanting natural elements into children's beautiful mind, so that they can experience the beauty of nature. German educator Sprengel once said, "The ultimate purpose of education is not to teach what already exists, but to induce people's creativity and awaken the sense of life and value." [1] In this sense, ecological education is derived from the education of life itself, which guides individuals to place their own lives and values. It will also accompany the whole process of individual life growth, and thus can affect a wider range of human living environment. The basic characteristic of education is from the natural education of individual soul to the education that affects human living environment. No matter from the individual point of view, or from the environment of human existence, education has become the fundamental characteristic of kindergarten ecological education.

2.3. Unity

Ecological education in kindergarten aims to make people and things echo with nature, so that the three can achieve harmony and unity, and then people can live according to the nature, so as to reach the realm of "joining heaven and earth" [2]. Its unity is mainly manifested in the following two aspects: first, the internal unity of people. The internal unity of human beings is the unity of human body and mind. Ecological education in kindergarten is to let children experience the natural ecology first, and then accumulate this experience to the mind, and achieve the function of purifying the mind of children, and make their future behavior conform to the mind, that is, the unity of body and mind. Second, the unity of man and the outside world. The original intention of ecology is to establish a good symbiotic relationship, so the important direction of the unification of ecological education is also the harmonious unification of human and things. Only by reaching a consistent state can we ensure ecological balance and green development.

3. Multiple Values of Ecological Education in Kindergartens

Kindergarten ecological education contains multiple values. It can not only improve children's ecological awareness of environmental protection, but also promote the harmonious and orderly development of the environment, and promote the integrated development of various elements in the environment.

3.1. Make Man A True Being

As an educational practice, ecological education is committed to the unity of heaven and man. As an individual with subjective initiative, man has been emphasizing the existence of heaven and earth since ancient times. In ecological education, it is not only oriented to natural things, but more importantly, it emphasizes the relationship between man and nature. When children can establish their authentic connection with nature, people will naturally become authentic people. Ecological education in kindergarten is to promote children to establish authentic contact with the outside world. Therefore, it can be said that kindergarten ecological education is an important form of education that enables children to constantly reveal their true nature, and can make people become their true existence.

3.2. Make Things Develop Naturally and Harmoniously

The long-term goal of ecological education is to make things reach the state of natural harmony, and all things can grow and develop naturally according to the natural principle. The ideal ecological environment can be achieved only if man does not disturb and destroy the state of nature, and only ecological education can effectively accelerate the speed of achieving the ideal ecological environment. Ecological education can promote children to experience the beauty of

nature. With the increasingly close integration with nature, nature will gradually enrich children's mind, and the elements of nature will be implanted in children's life at the early stage, so that it will continue to expand in the future, so that the external nature can still develop harmoniously without external forces.

3.3. Make the Environment Integrated and Symbiotic

The function of ecological education in kindergarten is to reflect the harmonious coexistence between man and nature. When all elements of the environment reach the natural harmony, they can have the power to nurture all things and grow, and people in this environment can get better development. Specifically, under the background of ecological education, spiritually nutrients from the nature of children, sanctification mind at the same time, the environment will also because of the children's clever individual life, also the prosperity and development in the direction of the natural principle refers to constantly, this both in different forms to similarly can effectively prompt environment to a more ideal state, The harmonious environment can create new things while developing itself, so as to achieve the state of universal harmony.

4. Practical Path of Kindergarten Ecological Education

Kindergarten ecological education is not only a special educational activity, but permeates all aspects of kindergarten education. Therefore, in order to carry out ecological education for children, educators can carry out ecological education from three main aspects: games, educational activities and living activities.

4.1. Integrate Ecological Elements into Children's Games

According to Kant, "Appreciation is the ability to judge an object or a means of representation through pleasure or displeasure without any interest. Such an object of pleasure is called beauty." [3] That is to say, when an object or form of being is independent of any interests and can still be pleasurable to the vivisection, it can be concluded that the object or form of being is a beautiful being. As a non-utilitarian and purposeless children's game, it is an activity independent of all kinds of interests. It can bring people in the game a pure sense of pleasure, which is more obvious in the natural environment with natural elements. Therefore, it can be concluded that the real children's game is a kind of beauty, and the children's game under the true ecology is a kind of beauty. Therefore, ecological education elements embedded in children's games, so that the integration of the two, can greatly enhance the educational effect. This requires teachers to do the following points in the game: first, teachers should open a broader natural environment for children's games. Children belong to nature, and they especially like to play in the natural environment. Teachers should follow children's nature of loving nature to open a broader game environment for them, so that they can play freely and experience the good feelings of interaction with nature. Second, teachers should give children enough freedom, let it run free in the game and the nature, let them have more freedom to choose the game, the game company, the site and so on, in addition, teachers should also allow young children do something seemingly has nothing to do with the game, as long as they don't hurt self and others, all actions should be allowed. In short, only teachers can return natural freedom to children, and games are children's own games. Ecological education happens naturally, and they will naturally build a kind of overall beauty together. In this situation we truly reach the realm of unity between man and nature.

4.2. Educational Activities Should Be Placed in the Ecological Environment

Nowadays, human beings have stepped into the intelligent age, which is the welfare of contemporary people and the catalyst of alienation between human and nature. It not only

brings convenience to people, but also intensifies the alienation process between man and nature. Instead of widening the gap between children and real life, intelligent video teaching should be used as an auxiliary tool to help people achieve a symbiosis between man and nature. It is difficult to resonate with intelligent visualization without experience, and it is not interesting. Only contact and experience are the most effective ways to learn. However, today's kindergarten ecological education uses intelligent equipment to replace real contact with children. Children will only be attracted by novel films, but it is not easy to connect the internal links between films meaningfully. For children, only real contact and experience is really effective learning. Presenting things far away from children's real experience in a way that children are not interested in is not only difficult to arouse their interest, but also makes them dislike such things. Therefore, preschool teachers should first clarify the true meaning of ecological education, which will continue to expand and enrich the rich educational resources of kindergartens and expand the scope of ecological education. Secondly, teachers should provide children with more opportunities to contact with the outside world, and ecological education should move out of the rigid classroom into a more open field. Finally, teachers should avoid using indoctrination and compulsion to conduct ecological education for children. In a word, ecological education should pay more attention to the natural integration between children and ecological environment, and avoid excessive interference from adults. It should create a free, natural and ecological environment for children, so that their minds can constantly accept the natural cultivation, so as to achieve the ultimate goal of ecological education.

4.3. Effectively Integrate Life and Ecological Education

"Between 700 and 1,000 new neuronal connections are made every second from birth to age five." [4] That is to say, only through a series of actions guided by one's own consciousness can one discover oneself and create the meaning of being. As a matter of fact, only in the sphere of one's interest can one ensure the presence of one's own ideology and consciousness, and then discover oneself more directly. Therefore, in order to enable children to have self-awareness, first let them carry out self-service in life based on their own interests, and then develop the behavioral tendency of serving others and serving the collective. "Every picture a child sees, every interaction, every event -- no matter how mundane -- is recorded in the child's brain as a network of neurons. The brain matures directly from life experience." [4] In this way, children's ideological consciousness and actions under consciousness are the basis for their future maturity. Children can not only gain confidence in corresponding life activities, but also develop their abilities and qualities in many aspects. Is not only the life, in fact, there is all very thing in the world can not escape the objective law of natural ecology, life is the inevitable process of individual from birth to death, but the symbiosis of all things is not the water of a still pond, this is because the human to provide free thought, they can learn from the natural mystery is filled with freedom and broaden the width of the life, realize their own value in creation, To improve the environment of human existence, so that the existence of the environment and subsequent generation, in order to reach a long and more bright state. On the contrary, all acts against nature cannot last long. In addition, in this creative activity and the stage of human development, educators must accurately grasp the law of the objective existence of objects or people, and on the basis of following the law of growth and development of all things, maximize the subjective initiative of learners to optimize the environment of symbiosis of all things to the greatest extent. A large part of this subjective initiative comes from children's experience of taking care of themselves and others in childhood, and then they have the will to take care of the home on which human beings live, so as to realize the harmonious coexistence between man and all things, in which everything is free and poetic. Thus, human civilization can continue to move forward with a fuller posture. This is also the eternal truth given to us by Lao Zi's natural thought.

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