



Research on the Implementation of Chinese Excellent Traditional Culture Education for Preschool Children Based on OBE

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Abstract: This study addresses the integration of Chinese Excellent Traditional Culture (CETC) into preschool education, a critical initiative for fostering cultural identity and values from an early age. Despite growing policy emphasis, practical implementation in kindergartens often remains superficial, hindered by outdated pedagogical methods, insufficient teacher training, and a lack of systematic, child-centered models. The primary objectives of this research are to: (1) diagnose the current challenges and deficiencies in CETC education at the preschool level; (2) propose an innovative, outcomes-based talent training model for preschool educators; and (3) develop practical strategies for effective cultural integration. Employing a mixed-methodology approach—including action research, surveys, and interviews with 121 teachers, 210 children, and parents at Xiangyu Kindergarten—the study identifies key issues such as over-reliance on rote methods, limited teacher cultural literacy, and misalignment with children's developmental needs. The findings underscore the necessity of a paradigm shift towards a student-centered, Outcomes-Based Education (OBE) framework. The proposed model emphasizes reverse curriculum design, differentiated instruction, home-kindergarten collaboration, and situated, life-oriented evaluation. This research concludes that a systematic, professionally developed approach to CETC in preschools can significantly enhance educational quality, ensure meaningful cultural transmission, and contribute to the holistic development of young learners.

Keywords: concept of OBE; Chinese excellent traditional culture; preschool children; Pathways of implementation

1. Introduction

Whiling delving into the frontlines of preschool education, author deep into the status of Chinese excellent traditional culture in kindergartens and the cultural literacy of preschool students. It studies further the objectives, content and approaches of preschool education by analyzing the teaching of Chinese excellent traditional culture. This aims to establish a scientific, rational and effective educational model for preschool children in order to providing theoretical foundations and practical guidance for education of Chinese excellent traditional culture.

For cultivating profound cultural awareness and socible responsibility, it's important to Integrate preschool education with Chinese excellent traditional culture resources. As the key figures who guide the direction of the children, cultural literacy of preschool educators directly impacts the quality of epreschool children^[1]. Through studying and practicing, these not only gain deep insights into cultural heritage ,but also develop a profound understanding and identification with it. This enables them to consciously preserve and promote national culture in their future careers, fostering children's cultural identity and national pride and laying a solid cultural foundation for them.

To guide this investigation, the study is framed by the following research questions:

- (1) What are the principal challenges and limitations in the current integration of Chinese Excellent Traditional Culture within preschool education practice?
- (2) How can an Outcomes-Based Education (OBE) framework be effectively applied to redesign the objectives, content, and methodology of CETC education for preschool children?
- (3) What constitutes an effective talent training model to enhance the cultural literacy and pedagogical competence of preschool educators in delivering CETC?

2. Literature Review

2.1 Theoretical Foundation and Evolution

Outcome-based Education (OBE), translated as "results-oriented education" or "output-based education" in China, is an educational model that has emerged in the United States during the 1980s and 1990s. As a student-centered approach, OBE focuses on the qualities and skills students should acquire after education, as well as the practical outcomes they should achieve.

The core of OBE lies in what students get and whether they succeed, which is far more important than how or when they learn^[2]. The OBE has brought paradigm, changing the modole of talent cultivation during the transformation period of China. However, we should soberly recognize that any theory has its inherent limitations. Currently, the public tend to gradually recognize that kindergarten teachers, like doctors and lawyers, are considered as highly professional occupations. With the understanding of the societys, the professional status and significant role of kindergarten teachers has been recognized legally. Since the establishment of the China, the theory of preschool education in China has undergone continuous evolution under the influence of complex and diverse factors, such as western culture, research



findings and socio-political environments^[3]. Evolving alongside the development of perspectives on children, education and curriculum, fundamental questions have been subject to theoretical reflection and inquiry, such as "the functions of preschool teachers" and "the professionalism of the teacher". Ultimately, these changes have profoundly influenced the professional development of preschool education and the practical transformation of preschool education in China.

2.2 Studies of construction of Chinese Excellent Traditional Culture of Preschool children

Guided by OBE and student-centered principles, the approaches emphasizes cultivating childrens interest in traditional culture through innovative pedagogical transformation shifting from teaching to learning and prioritizing educational outcomes and personal development.

By optimizing allocation of resource and restructuring the teaching system, it focuses on assessing learning and competence. Simultaneously, it meets core requirements of competency through reverse-engineered curriculum design and teaching processes to enhance the quality of preschool education and reform traditional cultural education. Chinese excellent traditional culture embodies the essence and spirit of the Chinese nation, reflecting core values, such as benevolence, integrity, kindness and filial piety. After explaining classic stories, teachers progressively introduce humanistic principles and core philosophies, guiding students to appropriate conduct and orientations. Thereby they foster moral habits gradually.

Early childhood is a pivotal stage of developing cultural awareness. When children contact traditional festivals, folk arts and mythological narratives, Interest and connection with their ethnic heritage tends to be fostered by their innate curiosity naturally. Activities like making zongzi, dragon boat races and mooncake celebrations served as vivid examples, these cultural symbols allow children to intuitively experience the allure of ethnic traditions, helping them integrate into cultural community and strengthen their sense of identity and belonging.

3. Methodology

3.1 Research Design and Approach

This study adopts a qualitative research design anchored in a practical action research framework. The primary objective is to understand the complex phenomena of teaching practices, perceptions, and challenges in traditional culture education through the collection and analysis of non-numerical, descriptive data. Following the cyclical process (Plan-Act-Observe-Reflect) of action research, the investigation was conducted in situat Xiangyu Kindergarten. This involved identifying initial problems, implementing targeted interventions, observing outcomes, and reflecting to inform subsequent cycles, with the aim of collaboratively developing practical solutions.

Within this framework, two primary qualitative methods were employed: semi-structured interviews with teachers, parents, and administrators to gather in-depth insights, and participant observation of classroom activities and child engagement. To provide a broader snapshot of prevailing practices and triangulate the qualitative findings, a descriptive survey was also administered to 121 teachers. The quantitative data from this survey serves a supplementary, supporting role to illustrate the scale of trends identified through the core qualitative methods.^[4]

3.2 Talent Development in the Context of Chinese Excellent Traditional Culture

In educational practice, the value of traditional culture education in kindergartens has gained recognition among educators. Survey results show that 90.3% of kindergarten teachers believe it is necessary to integrate Chinese excellent traditional culture into preschool education, acknowledging its educational value. During interviews, principals in Chang'an stated, "Incorporating traditional culture into kindergarten education serves as cultural enlightenment and inheritance, making it essential to introduce traditional culture at this stage." Teachers in Guangdong emphasized, "Chinese excellent traditional culture is the root of our nation, which must be instilled from kindergarten or even earlier." Educators in Chongqing noted, "traditional culture education helps plant national sentiment, national spirit, and cultural treasures into children's hearts and integrate them into their bloodline." Notably, 91.04% of kindergarten teachers consider integrating traditional culture into early education feasible, with 75.27% of kindergartens encouraging such activities, and 70.25% regularly conducting traditional culture education programs. This demonstrates that integrating Chinese excellent traditional culture into early education has received significant attention in practice and has accumulated substantial practical foundation.

3.3 Data Collection Methods

This study employed a triangulated data collection strategy, integrating qualitative and descriptive quantitative methods to develop a comprehensive understanding of the research context. Data was gathered from multiple sources—teachers, children, and parents—over a defined period from October 12, 2024, to February 5, 2025, at the research site, Xiangyu Kindergarten in Dongda Subdistrict.

Primary qualitative data were collected through semi-structured interviews with a purposive sample of kindergarten teachers and administrators. These interviews explored participants' personal experiences, pedagogical philosophies, perceived challenges, and specific needs regarding integrating Chinese Excellent Traditional Culture (CETC) into their teaching practice. Concurrently, participant observation was conducted in classroom settings to document teaching activities, child engagement levels, and the practical implementation (or lack thereof) of CETC content, providing direct insight into the on-the-ground realities.

Supporting quantitative data were obtained through a descriptive survey administered to 121 kindergarten teachers. The questionnaire was designed to quantify prevailing teaching practices and content preferences, mapping the broader landscape against which the in-depth qualitative findings could be contextualized. The survey specifically cataloged the frequency of use of various pedagogical methods (e.g., demonstration, game, observation, inspiration) and the common types of CETC content emphasized (e.g., historical stories, poetry, historical figures). This mixed-methods approach

ensured that the rich, nuanced understanding gained from interviews and observation was substantiated and illustrated by empirical data on prevalent trends within the teaching cohort.

3.4 Data Analysis and Interpretation

Qualitative data from semi-structured interviews and field notes were analyzed using thematic analysis. This involved a systematic process of transcription, repeated reading for familiarization, and open coding to identify initial concepts. These codes were then grouped into broader categories and refined into overarching themes that captured the core experiences and perceptions of teachers, parents, and administrators. Key emergent themes included: the tension between cultural transmission goals and student engagement; the constraints of standardized, teacher-centered methods; a widespread demand for professional development in cultural literacy and innovative pedagogy; and the practical and logistical barriers to implementing interactive, resource-intensive activities.

Quantitative survey data were analyzed using descriptive statistics (primarily frequency counts and percentages) to quantify and validate the patterns suggested by the qualitative findings. For instance, the high prevalence of the "demonstration method" (71%) and "historical stories" (31.21%) quantitatively substantiated the qualitative theme of teacher-centered, content-focused instruction. Conversely, the low reported use of the "inspiration method" (8%) numerically highlighted the deficit in child-led, inquiry-based approaches noted in interviews.

The convergence of data from all sources confirmed that the current state of CETC education in the setting is largely characterized by didactic instruction that prioritizes factual knowledge over experiential understanding, leading to passive learner engagement. Both teachers and parents identified outcomes as unsatisfactory. This clear misalignment between pedagogical inputs (teacher-centered methods) and desired educational outcomes powerfully justifies the study's core argument: the necessity for a fundamental shift towards a student-centered, outcomes-based (OBE) approach that redesigns teaching objectives, methods, and evaluations around the demonstrated needs and developmental realities of the children.

4. Current State of Preschool of Chinese Excellent Traditional Culture

4.1 Analysis of Existing Cultivative Models

The overall competence of preschool teachers varies significantly. Many educators lack sufficient professional qualifications, compounded by predominantly rural backgrounds and limited to systematic historical-cultural education, which hinder the development of pedagogical competencies. It's required by the evaluation of traditional culture instruction in preschool. Due to systemic limitations in assessmental mechanisms, teachers often overlook critical learning outcomes, such as engagement and interactive approaches. Consequently, incomplete evaluation fails to demonstrate the rationality and scientific validity of teaching assessments.

Traditional teaching methods for early childhood cultural education remain limited. Most preschool teachers rely on conventional oral instruction and demonstration, which tends to prioritize the teachers personal "life experiences and cultural preferences" over individualized teaching approaches. This approach often neglects personalized education, while its rigid and outdated methods mechanically complete teaching tasks. Teachers frequently overlook students initiative and creativity, and fail to foster interactive engagement with historical and cultural heritage, ultimately diminishing students learning interest. Therefore, educators should address specific issues through targeted analysis, continuously innovate and refine teaching methods to enhance childrens understanding of traditional culture, while considering both students needs and practical challenges in the educational process.

4.2 Case Studies of Rural Kindergarten

The development of rural kindergartens is not merely an educational issue , but also closely tied to rural socio-economic progress. Firstly, their growth stimulates related industries—such as early childhood education supplies manufacturing, food supply for children, and kindergarten construction and renovation—creating more employment opportunities and boosting rural economic growth^[5]. Secondly, a quality preschool environment attracts young people to stay in rural areas, stabilizing the rural population structure and enhancing social vitality and cohesion. Moreover, rural kindergartens can serve as cultural hubs for communities, hosting parent-child activities and parent training programs to enrich residents' spiritual and cultural lives, thereby elevating the level of rural social civilization.

4.3 Challenges and Opportunities

With the development of globalization, Western culture has exerted extensive influence worldwide. We should therefore strengthen the inheritance of Chinese excellent traditional culture to promote national spirit and cultural confidence. As the foundational stage of the education system, preschool education bears the crucial mission of cultivating. Thus, integrating traditional culture into preschool education has become a vital task we must address.

First, education of Chinese excellent traditional culture helps cultivate national identity and cultural confidence. By this heritage, children gain a deeper understanding of ethnic and cultural origins to foster the sense of belonging to nation. Second, Because being rich in ethical principles and social norms, it nurtures moral character and social responsibility. Traditional culture enables children to develop sound values and ethical awareness through study and practice, cultivating good habits and sense of duty. Third, it broadens children horizons and enhances cognitive abilities. The profound wisdom and idea embeded in traditional culture helps children expand their knowledge and thinking to improve their overall competence and innovative capacity.

In traditional culture education activities at kindergartens, group recitations, memorization and performance-based activities remain prevalent. However, simplistic imitation of ancient practices and formalistic approaches occasionally occur, leading to children's disinterest, teachers superficial engagement and parents lack of understanding. This reflects teachers' inadequate grasp of children's learning styles and insufficient support for their educational journey. Survey

results indicate that only 10.87% of kindergarten teachers believe they can fully identify appropriate methods for traditional culture education, while half lack such knowledge. Some kindergartens neglect children's perspectives in traditional culture education, showing insufficient respect for their learning styles and exhibiting tendencies toward "elementary school-style" or "adult-oriented" approaches.

5. Proposed Talent Training Model

5.1 Core Components of the Innovative Model

Teaching and learning are important equally. Based on real-life contexts, teachers should carefully select contents from Chinese excellent traditional culture, which aligns with childrens cognitive development to ensure teaching effectively. Through engaging methods and creating a relaxed and joyful learning environment, teachers should places children at the center of activities. This approach stimulates childrens natural inclination to imitate, thereby facilitating their learning process.

In teaching activities, educators should guide children to appreciate the beauty of Chinese excellent traditional culture, from the whole to the parts, from the outside to the inside, and from the superficial to the profound, to help them deeply understand its connotations and stimulate their innate curiosity to explore new things^[6]. At the same time, based on their varying abilities, teachers should consider the different developmental levels of children and adopt differentiated instruction methods to achieve teaching tailored to individual needs.

Learning, mastering and inheriting traditional Chinese culture is the basic quality, awareness and pursuit of every Chinese. Teachers should delve into the connotations and values of the excellent traditional Chinese culture, making it align with the childrens zone of proximal development and their actual life experiences, ensuring that the childrens handmade works are full of vitality, and promoting the innovative development of the excellent traditional Chinese culture in the process of inheritance^[7].

5.2 Integration with Chinese Excellent Traditional Culture

The principles of designing Chinese excellent traditional culture courses. The curriculum should be child-centered, fully considering the physical and mental characteristics and developmental needs of young children, ensuring that the content aligns with their age-specific traits while sparking their enthusiasm for learning. For instance, when teaching traditional culture, teachers can employ engaging games and interactive activities to encourage children to actively explore and learn^[8].

Guidelines of content selection in Chinese excellent traditional culture. Focusing on exploring its profound meanings and values, the curriculum should be rooted in Chinese excellent traditional culture^[9]. By imparting knowledge of traditional culture, children can develop sound values, moral principles and aesthetic sensibilities, while fostering national pride and cultural confidence. This approach also cultivates positive behavioral habits and character development, laying a solid foundation for their future growth. Seamlessly integrating traditional culture with childrens daily experiences, the curriculum design should be grounded in real-life contexts^[10].

5.3 Practical Implications and Application Strategies

Establishing a home-kindergarten collaborative education model. As two pivotal environments indevelopment of children, families and educators shoulder unique educational missions. First, parents and children can jointly read classic literature, allowing children to appreciate the depth and richness of Chinese excellent traditional culture through literary immersion. At the same time, parents can narrate traditional stories, enabling children to comprehend ancient wisdom and sentiments through storytelling. Second, participating in traditional Chinese festivals serves as a vital pathway to cultivate children awareness. By celebrating festivals like Spring Festival, Mid-Autumn Festival and so on, children gain hands-on experience to develop cultural confidence. In kindergartens, teachers can integrate curriculum content to organize diverse activities of traditional culture education. For instance, through Chinese classics classes, educators teach children classic texts like "Three-Character Classic" and "Disciples Rules", helping them develop moral values and behavioral habits while learning traditional culture.^[11]

The development of the teaching workforce. Strengthening the preschool teacher workforce, enhancing educators cultural literacy in traditional Chinese culture and their teaching competencies, is the top priority for integrating traditional culture education into early childhood education. The initiative prioritizes three key aspects. First, enhancing teachers expertise in traditional culture through systematic training, expert-led seminars and collaborative workshops to strengthen their practical application skills. Second, innovating pedagogical approaches by designing engaging activities tailored to young learners, incorporating storytelling, interactive games and hands-on crafts, while leveraging multimedia tools. Third, fostering professional growth through initiatives like development funds, communication platforms and incentive programs to ensure continuous learning opportunities.

Operational and life-oriented evaluation scenarios are an essential component of the evaluation system for inheriting Chinese excellent traditional culture in preschool education. Evaluation has strong situational characteristics and the results obtained in different evaluation scenarios vary^[12]. It is difficult for children to demonstrate a genuine understanding of Chinese excellent traditional culture in standardized paper-and-pencil testing scenarios, but they may readily showcase their recognition of it in daily, life-oriented contexts. Therefore, the evaluation of traditional culture education in kindergartens should create life-oriented scenarios rich in Chinese excellent traditional culture—such as comprehensive theme activities, regional activities and outdoor activities, for example, molding the twelve zodiac animals with homemade clay or painting plants and animals in ink-wash style^[13]. In these scenarios, children need to apply their existing cognitive, emotional, learning quality and behavioral orientation experiences to conduct in-depth exploration and problem-solving. Teachers should carefully observe the key experience construction and typical behavior manifestations

based on experience construction in children's engagement with Chinese excellent traditional culture, and provide situational evaluations of their learning processes and outcomes^[4]. At the same time, such concrete, operational, and life-oriented evaluations help further guide kindergarten education to effectively implement "cultural governance and moral education" through practical, life-oriented evaluation activities, cultivating "China children" with the genes of Chinese excellent traditional culture.

6. Conclusion

6.1 Summary of Findings

Educational exploration is a dynamic process. Teachers should conduct in-depth research and practice, while adapting to contemporary trend, teachers integrate the distinctive features of Chinese excellent traditional culture. By breaking down conventional barriers, they can breathe new life into this cultural heritage and pass it on to young children. Schools serve as the primary platform for preserving and refining traditional cultural education. Educators should align their teaching with development, seamlessly blending traditional cultural education with handicraft instruction. This approach deepens children's understanding of Chinese traditions, elevates the quality of preschool education and fosters their holistic development. The value of education lies in its practical application. With persistent effort, tangible results will inevitably emerge.

6.2 Recommendations for Chinese Excellent Traditional Culture

A good learning environment is the fundamental condition for preschoolers to effectively construct cognitive structures. In the teaching process of guiding preschoolers, teachers create a learning environment that fosters mutual assistance between teachers and children, as well as among children, to cultivate a relaxed, pleasant and lively learning atmosphere. This helps to form a harmonious teaching relationship and enhances the learning efficiency of preschoolers. It is evident that preschoolers are more likely to open their minds in a relaxed and enjoyable learning environment, fully utilizing their subjective initiative, actively engaging in teaching activities and improving their learning.

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