

Research on the Application of Zizhong Puppet Art in Preschool Aesthetic Education

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Abstract

Preschool aesthetic education is the study of the law of aesthetic education of preschool children, refers to the aesthetic education of children, it is based on the physical and mental characteristics of children, the use of beautiful things and rich aesthetic activities to cultivate children feel the beauty, the expression of beauty of interest and ability of education. Puppet art is one of the Traditional Chinese arts, which is called "puppet opera" in ancient China. On the one hand, it cultivates children's aesthetic ability and interest in color, shape, drama and music through the artistic form that the medium-sized Zangtou puppet can present, so as to enrich their aesthetic experience. On the other hand, through the penetration of traditional folk culture, intangible cultural heritage has been carried forward.

Keywords

Puppet art; Aesthetic education in preschool.

1. The Academic History of Relevant Studies at Home and Abroad

1.1. Academic History of Preschool Aesthetic Education Development

The pursuit of beauty is a group consciousness unique to human society. Aesthetics has existed as an independent discipline for more than two hundred years. In 1750, Alexander Gottlieb Baumgarten 1714 -- 1762, a professor at Halle University, philosopher and aesthete during the Enlightenment, published his work *Esttika* (German means "perceptual science" and Chinese translates as "aesthetics"), and the name "aesthetics" was established. In China, Wang Guowei and Liang Qichao were the first to accept and introduce western aesthetic thoughts and apply them to the study of Chinese classical literature. During the May 4th Movement, under CAI Yuanpei's slogan of "replacing religion with aesthetic education", and under the efforts of li Dazhao, Qu Qiubai, Lu Xun and other scholars, aesthetics as an independent research discipline was established in China.

Preschool aesthetic education is the study of the law of aesthetic education of preschool children, refers to the aesthetic education of children, it is based on the physical and mental characteristics of children, the use of beautiful things and rich aesthetic activities to cultivate children feel the beauty, the expression of beauty of interest and ability of education. China has repeatedly expounded preschool aesthetic education: The State Education Commission's Overall Plan for National Art Education in Schools proposed that "a variety of art activities should be carried out in kindergartens, and children in kindergartens generally receive good early art education". In 1981, the Ministry of Health issued the Outline of Children's Education before the age of three (draft) put forward: "To develop children's eating, sleeping, dressing, washing, communication and other aspects of civilized health habits and aesthetic concepts. In 1981 the Ministry of Education issued the kindergarten education outline (trial draft) specifies the aesthetic education goal is: "to teach children music, dance, art, literature, etc. Of the superficial knowledge and skills, to cultivate children's interest in them, their initial

development on the surrounding life, nature, art and literature of China and the United States sensibilities, expression, creativity, etc."Article 5 of the Kindergarten Working Regulations issued in 1996 states that the goal of aesthetic education for children is to "cultivate children's initial interest and ability to feel and express beauty".This is a general and general description of the objective of aesthetic education for children.The Guidelines for Kindergarten Education (Trial) released in 2004 also states that: the goal of kindergarten art education is: (1) to be able to initially feel and love the beauty in the environment, life and art;(2) Like to participate in artistic activities, and can boldly express their feelings and experience;(3) To be able to do artistic expression activities in a way they like."In September 2015, the Ministry of Education documents on the overall aesthetic education to strengthen and improve school work opinion "requirements" kindergarten must pass to carry out activities that suit the physical and mental development status of aesthetic education to cultivate good, kind heart, have to cherish the consciousness of the good things, so that they can through their own ways to show beauty and create beauty, get a happy life, healthy growth."In 2018, the People's Daily published an editorial titled "Cultivating a Beautiful Mind with Aesthetic Education," arguing that without beauty education, there can be no complete education.The 2020 National Conference on Education will include aesthetic education in the supervision, evaluation and assessment system.

1.2. Combing the Academic History of the Development of Zi Zhong Puppet Art

Puppet art is one of the Traditional Chinese arts, which is called "puppet opera" in ancient China.The popular view on its origin is "originated in The Han dynasty and flourished in the Tang Dynasty". In the Han Dynasty (206BC --220), there is a record of "installing himself" (The Book of the Late Han Dynasty • Five Puppet Sets). Ma Jun's "puppet on the puppet troupe" in The Three Kingdoms (AD 220-265) is obviously an imitation of the Han Dynasty puppet.During the Northern Qi Dynasty (AD 550-577), the water-moving "machine wooden people" were made with great skill. In particular, the puppet art of "Puppet son" playing the story of "Guo Bald" appeared, indicating the formation of the Chinese puppet show.On May 20, 2006, puppetry was approved by the State Council to be included in the first batch of national intangible cultural heritage list.

In 2014, zizhong medium-sized Wandou puppet was listed in the fourth batch of national intangible cultural heritage representative items catalog, numbered 236IV-92.The puppet art of Zizhong has a history of over 100 years. According to the Records of Zizhou, the Puppet of Zizhong was originally used to worship god or be buried with him.Until the end of the Qing Dynasty, during the Reign of Emperor Guangxu, puppet shows began to prevail among the people in the form of puppet shows. At that time, the famous Zizhong puppet shows included: The "Jin Tai Class" in high-rise buildings, the "Yu Xiang Class" in horse racing, the "Wan Yin Class" in Dechang, and the "Longquan Class" in Taiping Field.In terms of production technology and performance form, it has formed the performance characteristics of "medium-sized Jangtou puppet" and "cloth bag puppet".Its development can be roughly divided into the following three stages: the embryonic stage: from the late Qing Dynasty to the 1940s; the developing stage: from the 1950s to the 1970s; and the mature stage: from the 1980s to now.

2. Existing Research Results

Through searching, 520 books, 631 journal papers, 46 academic papers and 8 conference papers were found.There are 3 journal papers, 2 master papers and 21 conference papers on the theme of "Zizhong Puppet".It can be seen from the above data that there are abundant research results on pre-school aesthetic education, while there are few research results on Zizhongpu art. Only a part of the research on the application of Chinese traditional culture in pre-school aesthetic education can be retrieved.Search the Internet to find the image of the

puppet. The materials are the oral history of the puppet inheritors in the program "Memory of Sichuan Intangible Cultural Heritage". Specifically, "Memory of Sichuan Intangible Cultural Heritage -- Interview with Hu Hai, the Inheritor of Sichuan Puppet Theater" and "Memory of Sichuan Intangible Cultural Heritage -- Interview with Tang Youmin, the inheritor of Sichuan Puppet Theater". After the investigation, the most widely used form of puppet art in preschool aesthetic education should be: puppet animation. Through the puppet's real performance to reach the role of affection, persuasion, education. In China, the 1950s to the 1990s, with the Shanghai art film studios accidentally animation works the most typical in great quantities, such as: the magic brush (1955), "the goat wit" (1956), and "three neighbors" (1957), "a shoe" (1960), "the roadside new thing" (1964), "small eight-way" (1974), "the laoshan Taoist" (1981), "jinguayuan" (1991), etc., however, with the prosperous development of digital technology and the new media industry by puppet art expression of aesthetic education class accidentally animation has gradually disappeared from public view. The application of foreign puppet art is similar to that in China, most of which are also used in the production of puppet animation, such as toy Rebellion (1946), Ancient Legend of The Czech Republic (1953), Insects Have No Words (2018) and so on.

3. The Value of Applying Zi Zhong Puppet Art to Preschool Aesthetic Education

3.1. Theoretical Value

Aesthetic education has a long history of development in China. As early as the Shang Dynasty, "music and dance" had already become one of the contents of education. Confucius advocated that "poetry is the source of success, and music is the source of success". Aesthetic education was the inevitable pursuit of highly civilized human development. Preschool aesthetic education is an important part of aesthetic education, which makes children's cognition, morality, emotion, intelligence and psychology get healthy cultivation, and plays a unique role in children's harmonious development. The research object and scope of modern pre-school aesthetic education are expanding, and the content is becoming more and more diversified and refined, such as drama, film and television, music, painting, calligraphy, books and so on.

Chinese puppet art is an important part of China's intangible cultural heritage and plays an important role in the history of Chinese puppet art. Through one hundred years of production and performance experience, the middle-sized Wandou puppet has developed into a consummate and unique drama art. It not only has high attestation in modeling technique, but also has innovation in performing art form. However, traditional folk culture is easily affected by the impact of new media and new consciousness and its inheritance.

On the one hand, it cultivates children's aesthetic ability and interest in color, shape, drama and music through the artistic form that the medium-sized Zangtou puppet can present, so as to enrich their aesthetic experience. On the other hand, through the penetration of traditional folk culture, intangible cultural heritage has been carried forward.

3.2. Application Value

First, zizhong puppet art plays cover a wide range. It can be roughly divided into: traditional play, traditional play adaptation, modern play. From the content of the play can be funded, puppetry play from myth and legend to adaptation of facts to fairy tales, the value trend is positive, has a very good promotion of traditional culture and education.

Secondly, from the application of the production process. The medium - sized wooden puppet with the head of a stick is decorated and made beautifully. On the premise of respecting the objective facts, the character modeling is processed reasonably, such as drawing on the facial

makeup image of Sichuan Opera. Therefore, its artistic aesthetic has a certain height, which is conducive to the cultivation of aesthetic consciousness of preschool aesthetic education.

Finally, other aspects of aesthetic application. For example, colors, performances, drama music and modern music can be applied to preschool aesthetic education in south Sichuan in an all-round and multi-angle way, thus creating a preschool aesthetic education with local characteristics.

4. Execute Solution

The specific situation of puppet art and pre-school aesthetic education in China was sorted out through the collection and sorting of published documents, local archives and national archives as well as pictures. To make a field investigation of the Puppet art in China and explore its artistic styles and forms of expression. To compare the differences and connections between Chinese puppet art and the intangible cultural heritage used in pre-school aesthetic education. To sort out the form, theme, artistic style and other aspects of the Chinese puppet art. Under the aesthetic characteristics of Zizhong puppet art, new methods are adopted for the implementation of preschool aesthetic education. In order to apply the puppet art of China's intangible cultural heritage to preschool aesthetic education, it is necessary to put it into the context of modern preschool aesthetic education and find the implementation method. This is not only the exploration of preschool aesthetic education methods, but also the protection and inheritance of traditional culture. If the study of The puppet art in China still stays at the previous theoretical level, it is bound to be separated from its application. Therefore, to connect theory with practice, we can not only find new methods of preschool aesthetic education, but also inject innovative thinking into intangible cultural heritage. In this paper, the aesthetic characteristics of puppet art as a national intangible cultural heritage are discussed from the aspects of play, character modeling, color, music and performance. To explore the significance of applying Zizhong puppet art to preschool aesthetic education. It mainly reflects the inheritance of traditional aesthetics with beauty, wisdom and beauty. To study the concrete practice of applying The Puppet art in preschool aesthetic education and the implementation means of creating local characteristics of preschool aesthetic education.

5. Summary

Zizhong medium - sized Wandou puppet has a long history of development and is a national intangible cultural heritage. This study firstly applies the unique aesthetic characteristics of Zizhong puppet art to preschool aesthetic education, explores the aesthetic education function of Zizhong puppet art, and makes preschool aesthetic education more unique. At the same time, it explores the possibility of various forms and multiple USES of traditional intangible cultural heritage in the era of integrated media. Carry forward the puppet art of Zizhong and inherit the traditional culture in preschool aesthetic education. Improving children's aesthetic literacy and protecting the national intangible cultural heritage play a positive role.

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