

## A STUDY ON THE ESSENCE AND EDUCATIONAL VALUES OF PHYSICAL EDUCATION IN CHINESE KINDERGARTENS FROM A CULTURAL PERSPECTIVE

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**Abstract:** The essence and value of education are the basic problems to be explored by the basic theory of education. The literature method, questionnaire method and logical analysis method are mainly used to explore the nature of physical education and educational values in China. The study concluded that Chinese traditional culture has a profound influence on preschool physical education; the core educational values are collectivism values, which emphasized cooperation and mutual help to cultivate the collective spirit and values. Based on the current situation of physical education in kindergartens, three inspirations are proposed: to emphasize the inheritance of traditional culture in kindergarten physical education; actively study the concept of original physical education in children, actively promote the reform of kindergarten physical education curriculum, and turn «training» and «competition» to build a comprehensive, scientific, systematic and operable curriculum system in «game» and «inquiry».

**Aim:** a study on the essence and educational values of physical education in Chinese kindergartens from a cultural perspective

In recent years, the preschool physical education has received more and more attention, and all countries are actively exploring and practicing the physical education methods suitable for young children. In Europe and America and other developed countries, early childhood physical education has become an indispensable part of the education system, and has been widely promoted and applied [1]. These countries through different forms of physical education courses, activities and games, let children learn and exercise in a pleasant atmosphere, effectively promote the development of children's physical, intellectual, emotional and social aspects.

During the ancient Greek period, education aimed at cultivating governing talents, fostering the «king of philosophy» as the supreme ruler, and promoting comprehensive development encompassing physical, intellectual, moral, and American education, while in modern China, Gu Mingyuan's influential educational ideas emphasized individual development, respect for differences, and the cultivation of personality, moral character, and self-consciousness, reflecting a people-oriented, practice-based, democratic, and socially-serving educational philosophy that remains relevant for contemporary education reform and development [2, 3, 4].

Chinese traditional culture refers to the cultural system that has been formed since ancient times and experienced thousands of years of development, including philosophy, literature and art, religious belief, etiquette and customs, science and technology, medical health preservation and other aspects. It is the crystallization of the wisdom of the Chinese people, and also an important cultural heritage of the Chinese nation. In short, Chinese traditional culture has had a profound impact on education, which is reflected in the educational concept, subject content, educational methods and other aspects, which also makes Chinese education with unique cultural connotation and educational characteristics.

China and Western countries differ in their educational concepts and practices in kindergarten education, with China emphasizing teacher guidance and standardization while the West focuses on children's independent choice and independence, leading to variations in class size and teaching approaches due to resource constraints and diverse needs.

Collectivism and child centralism are two important educational ideas, with collectivism promoting collective interests, unity, and cooperation, and child centralism prioritizing children's needs, interests, and development within a positive learning environment.

The Chinese traditional culture values «neat beauty» and «unified beauty», which emphasize integrity, harmony, symmetry, balance, and uniformity in aesthetics, impacting various aspects of life, including children's morning exercises as a means of inheriting cultural, ethical, and aesthetic beliefs.

Kindergarten education in China fosters group education, emphasizing collectivism, interpersonal communication, emotional education, harmonious development, and family involvement, promoting trust, friendship, collective honor, team spirit, etiquette awareness, competition, and a sense of cohesion and pride among Chinese children, contributing to a united and confident society [5, 6].

**Conclusion.** Traditional Chinese social culture has a profound influence on preschool physical education. China's preschool physical education focuses on cultivating children's collective consciousness and team spirit, and cultivating children's cooperation and coordination ability through collective activities and competitions. The essence and value of kindergarten physical education is not only to promote the promotion of children's physical development and the improvement of social ability, but also to promote the improvement of children's comprehensive quality, which is conducive to their healthy growth and all-round development reference documentation.

**Keywords:** Chinese culture, children's sports, educational essence, educational values.

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