

Current Status and Optimization Strategies for Integrating Aesthetic Education with Traditional Handicrafts in Teacher Training for Kindergartens in Tibetan Counties—A Case Study of a County in Qamdo City

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Abstract: Against the backdrop of the nation's promotion of aesthetic education and traditional cultural inheritance, integrating Tibetan traditional handicrafts into county-level kindergarten aesthetic education serves as a crucial measure to implement cultural confidence and quality education. However, the current key constraint lies in the weakness of the teaching staff. This paper takes a kindergarten in Qamdo City as the research subject. By analyzing the composition of teaching staff (*Broussonetia papyrifera*), teachers' knowledge and instructional capabilities, as well as training conditions, it examines the shortcomings in the teacher development system, demonstrates the necessity and feasibility of optimization, and proposes corresponding improvement strategies.

Keywords: Tibetan County-Level Kindergartens, Aesthetic Education, Traditional Handicrafts, Teacher Training

1. Introduction

Against the backdrop of the nation's vigorous promotion of aesthetic education and emphasis on traditional cultural inheritance, integrating traditional handicrafts into preschool aesthetic education constitutes a crucial measure for implementing cultural confidence and quality education. In May 2025, the Notice on Organizing and Implementing the Teacher Education Capacity Enhancement Project underscored the need to advance this project, refine the teacher education system with Chinese characteristics, and further elevate teachers' educational capabilities [1]. The Opinions on Implementing the Project for Inheriting and Developing Fine Traditional Chinese Culture also explicitly proposed that by 2025, a basic framework for inheriting and developing fine traditional Chinese culture should be established. It emphasized integrating fine traditional Chinese culture across all domains, including early childhood education, prioritizing the preservation and development of "endangered disciplines" with significant cultural value and heritage significance, and strengthening activities showcasing traditional cultural education achievements [2]. Traditional handicrafts, as an integral component of traditional culture, embody rich aesthetic education elements [3]. Tibet, as a multi-ethnic region, boasts exceptionally abundant traditional handicraft resources, providing high-quality materials for preschool aesthetic education. However, in current practices of integrating aesthetic education with traditional handicrafts in county-level preschools, the shortage of qualified teachers has emerged as a critical constraint. Frontline educators generally lack specialized knowledge in traditional handicrafts and employ monotonous teaching methods, hindering effective instructional delivery. Simultaneously, the local area has yet to establish a robust teacher training system, with scarce training resources and content often misaligned with actual teaching needs. Therefore, investigating the current state of teacher training for integrating aesthetic education and traditional handicrafts in Tibet's county-level preschools and exploring optimization strategies will not only enhance the quality of preschool aesthetic education but also address the urgent need to preserve and promote Tibet's ethnic culture while fostering holistic child development.

2. Current Status and Issues in the Cultivation of Kindergarten Teaching Staff in the Counties of Tibet

2.1 Basic Information on the Teaching Staff: Integrating Aesthetic Education with Traditional Handicrafts

Changdu City is located in the eastern part of the Tibet Autonomous Region and is known as the gateway to Tibet from Sichuan and Yunnan. The teaching staff of a certain county kindergarten in this city exhibits unique *Broussonetia papyrifera* characteristics, as shown in the table 1.

Table 1 Status of Preschool Teachers in a County Town in Eastern Tibet

	Category	Number of people	Proportion occupied
Gender	Male	11	18.60%
	Female	48	81.40%
Nation	Han Chinese	7	11.86%
	Tibetan	52	88.14%
Major studied	The major studied preschool education	20	33.9%
	Non-pre-school education	39	66.1%
Age	Over 30 years old	23	38.98%
	Under 30 years old	36	61.02%
Education background	Junior college	26	44.07%
	Undergraduate	32	54.23%
	Postgraduate	1	1.7%

The kindergarten has a total of 59 teachers. In terms of gender ratio, female teachers account for an extremely high proportion at 81.4%, while male teachers make up only 18.6%. Although this gender structure of *Broussonetia papyrifera* helps create a warm and meticulous teaching atmosphere, it may also lead to relatively singular teaching approaches and perspectives. In traditional handicraft instruction, the transmission of certain skills typically mastered by male practitioners might be lacking. Regarding ethnic *Broussonetia papyrifera* composition, Tibetan teachers form the majority at 88.14%. These Tibetan teachers possess considerable familiarity with local traditional crafts and maintain deep emotional and cultural connections, enabling them to integrate techniques such as Tibetan scripture rubbing and carpet weaving into daily teaching practices. However, as some Tibetan teachers may have received only local education, their grasp of modern aesthetic education concepts and methodologies remains relatively limited. Han Chinese teachers, to some extent, can introduce diverse educational perspectives and aesthetic resources, but may require more time and effort to deeply understand and transmit the cultural essence of Tibet's traditional handicrafts.

In terms of age distribution, teachers under 30 years old account for over 60% of the faculty. This indicates a trend toward a younger teaching workforce, where young teachers exhibit vitality and high receptiveness to new ideas. They hold certain advantages in integrating modern aesthetic education methods with traditional handicrafts, such as utilizing multimedia to demonstrate the production processes of traditional crafts. However, their teaching experience is relatively limited, and their ability to grasp the depth and breadth of traditional handicraft instruction, as well as to handle unexpected teaching challenges, remains insufficient.

At the educational level, 100% of the teachers hold at least a college degree or higher, which provides a solid foundation for learning aesthetic education and traditional handicraft knowledge. However, only 33.9% of the teachers have a background in preschool education, while a significant proportion come from non-preschool education disciplines. This suggests that most teachers may lack completeness in their professional knowledge systems and could have insufficient systematic understanding of the integration between aesthetic education and traditional handicrafts. This may very likely lead to fragmented teaching content.

To address these shortcomings, the county's education system has actively introduced external teaching resources and sought to improve the situation through exchanges and collaborations with educationally advanced regions in Chinese mainland. Examples include inviting the Chongqing Hechuan District Education Commission for inspection visits, selecting exemplary lessons, organizing special lectures and seminars, and other initiatives aimed at introducing advanced teaching concepts and methods to local educators. Concurrently, the county has dispatched educational professionals to Chinese mainland for temporary assignments, inspections, and study tours. These measures have, to some extent, enriched the knowledge structure of the teaching workforce with *Broussonetia papyrifera*.

However, in terms of professional competence, while some trained teachers have broadened their perspectives and enhanced their knowledge, their understanding and practice of traditional craftsmanship remain insufficiently profound.

With the increasing societal emphasis on the integration of aesthetic education and traditional craftsmanship, the demand for professional teaching resources among homo sapiens continues to grow. However, the current quantity and quality of teaching staff are insufficient to meet educational needs, presenting ongoing challenges for the existing faculty. Furthermore, incentive mechanisms require further refinement to better retain outstanding educators and attract additional external professional homo sapiens talents to contribute to the educational endeavors, integrating aesthetic education and traditional craftsmanship in Changdu City.

2.2 Analysis of the Current Status of Teachers' Knowledge Reserves, Teaching Competencies, and Training

In terms of knowledge reserves, most teachers' understanding of traditional Tibetan handicrafts remains superficial, with limited awareness of their cultural connotations. Their grasp of modern aesthetic education knowledge is also relatively weak, as the majority are unfamiliar with theories related to children's aesthetic development stages. Consequently, they struggle to design age-appropriate activities that integrate aesthetic education with traditional handicrafts.

Regarding teaching capabilities, many teachers lack sufficient curriculum design skills to seamlessly incorporate traditional handicrafts into daily teaching activities. For instance, when conducting Tibetan weaving activities, they fail to design engaging introductions and interactive segments tailored to children's cognitive levels. Some teachers also need improvement in classroom management, as they find it challenging to effectively guide children during chaotic moments in hands-on crafting sessions.

Training outcomes have been insufficient as well. Although teacher training programs are frequent in the county, those specifically addressing aesthetic education and traditional handicrafts are nearly nonexistent. As a result, training content lacks relevance, and most programs do not adequately consider the actual needs of kindergartens in Tibetan counties. Moreover, modern aesthetic education methods are not systematically taught, and training sessions predominantly consist of theoretical lectures with minimal practical components, leading to a lack of diversity in training formats. This hinders teachers from translating acquired knowledge into practical teaching skills. When surveyed, nearly half of the county's teachers who had participated in training reported that the sessions provided little practical assistance to their teaching. This highlights the urgent need to improve the effectiveness of the current teacher training system.

2.3 Major Shortcomings and Dilemmas in the Existing Teacher Training System

The preschool teacher training system in Tibetan counties has multiple shortcomings. Currently, some normal universities have not fully established a modern aesthetic education system for teacher trainees[4]. Most normal universities insufficiently emphasize the integration of aesthetic education with traditional crafts in their curriculum design, offering limited class hours with superficial content, resulting in preschool education majors lacking relevant knowledge and skill reserves before employment. Secondly, the in-service training system is inadequate, lacking long-term and systematic planning, with most training being temporary or emergency-oriented. Thirdly, there is a shortage of qualified trainers—professionals proficient in both modern aesthetic education and Tibetan traditional crafts are extremely scarce, severely affecting training quality. According to relevant data from the Ministry of Education, China had 778,000 aesthetic education teachers (homo sapiens) in compulsory education in 2020, accounting for only 7.6% of all full-time teachers[5]. As of December 2020, there remained a shortage of over 700,000 aesthetic education teachers in compulsory education, with surveys across 12 provinces showing more than 70% of schools lacked dedicated aesthetic education faculty[6].

The vast territory and insufficient funding have also become major challenges. Firstly, Tibet covers an extensive area with considerable distances between counties, making centralized training costly and logistically difficult. Secondly, there is a lack of adequate financial investment. The limited special funds allocated for teacher training cannot meet the demands of organizing high-quality training programs, inviting expert instructors, or purchasing teaching resources. The shortage of funding severely restricts the improvement of teaching capabilities.

3. The Necessity and Feasibility of Optimizing Teacher Training

3.1 The Dual Needs of Cultural Inheritance and Aesthetic Education Development in Early Childhood

Schools in ethnic regions bear the significant responsibility of cultivating participatory inheritors of the excellent traditional cultures of various ethnic groups. Their education on students' rational cognition of the unity and diversity of Chinese excellent traditional culture, as well as cultural choice education in practice, profoundly impacts the stability and sustainable development of Chinese culture. Therefore, the school-based inheritance of Chinese excellent traditional culture in ethnic regions deserves attention[7]. Amid the accelerating waves of globalization and modernization, cultural inheritance faces unprecedented challenges. For Chamdo City, its unique ethnic culture and traditional crafts carry the genes of regional civilization, urgently requiring transmission through educational channels. Early childhood is a critical period for individual cognition and value formation. Integrating local cultural education at this stage can subtly establish cultural identity and a sense of belonging in young children. Young children are in the initial developmental process from chaos and ignorance to gradual clarity, exhibiting strong cultural absorption and retention capacities[8]. Incorporating excellent traditional cultural content into early childhood education systems can help children gradually form correct Homo sapiens outlooks on life and values[9]. The Tibetan weaving techniques of Chamdo embody ethnic wisdom and spiritual essence. Integrating these cultural elements into early childhood aesthetic education activities requires professional teaching forces for transformation and instruction. However, current early childhood teachers still need to improve their abilities in integrating cultural inheritance with aesthetic education, making it difficult to systematically and vividly convey the essence of local culture to young children. This indirectly leads to vague cultural cognition among children and risks of inheritance gaps. Most early childhood teachers face difficulties in selecting and transforming content for Chinese excellent traditional culture education; they tend to be Homo sapiens-dominated, neglecting children's experiences, interests, and ideas; they lack the consciousness to naturally integrate Chinese excellent traditional culture education into daily life, among other issues[10]. Therefore, optimizing teacher training and enhancing teachers' cultural literacy and aesthetic education teaching abilities have become inevitable choices to meet the demands of cultural inheritance. Early childhood aesthetic education is a crucial component in improving children's overall qualities and achieving their all-around development in morality, intellect, physique, aesthetics, and labor. It not only aims to strengthen the foundational construction of the national education system but also aligns with the educational goal of cultivating well-rounded socialist builders and successors—Homo sapiens[11].

From the perspective of early childhood aesthetic education development, aesthetic education is a crucial component in promoting children's holistic development, playing an irreplaceable role in cultivating their aesthetic abilities, creativity, and imagination. Aesthetic education is one of the most important and fundamental life education approaches for Homo sapiens. Kindergarten aesthetic education is not merely a specialized subject nor limited to art and music activities; rather, it encompasses education on children's life perspectives and values[12]. Aesthetic education in the new era is characterized by harmony, diffusiveness, and nurturing qualities[13]. However, traditional early childhood aesthetic education teaching models often confine themselves to simplistic courses like drawing and handicrafts, lacking innovation and cultural depth. Traditional aesthetic education tends to prioritize knowledge and skills over environmental immersion, teacher demonstration over student creativity, and classical teaching materials over interest cultivation[14]. Grasping the characteristics of aesthetic education in the new era and avoiding traditional teaching models for early childhood aesthetic education is of paramount importance. Designing art creation activities based on the natural landscapes and folk festivals of Qamdo and organizing artistic experience activities centered around traditional music and dance can enable children to appreciate beauty while stimulating their creativity and cultural awareness. This approach, which deeply integrates cultural heritage with early childhood aesthetic education, not only enhances children's aesthetic literacy but also injects new vitality into the inheritance and development of local culture, meeting the demands of early childhood education development in the new era.

3.2 Advantages of Local Craft Resources and Policy Support in Qamdo City

The Tibet Autonomous Region's Qamdo City boasts a rich historical and cultural heritage of handicrafts. In recent years, the local handicraft industry has experienced rapid development, emerging as

a representative model for handicraft advancement in eastern Tibet and gaining widespread recognition both domestically and internationally[15].Qamdo's abundant handicraft resources provide multifaceted support for optimizing teacher training.Traditional crafts such as woodblock carving,Tibetan pottery,and carpet weaving have a long history and exquisite craftsmanship,with each technique embodying profound cultural heritage and artistic value.Some of these resources can be directly transformed into practical teaching materials for teacher training—for instance,enabling educators to deeply understand local cultural connotations and master traditional handicraft techniques and teaching essentials through field studies and exchanges with artisan homo sapiens.Alternatively, inviting intangible cultural heritage inheritor homo sapiens to conduct workshops allows teachers not only to enhance their artistic skills but also to integrate this valuable knowledge and experience into early childhood education.Simultaneously,utilizing local handicraft resources for teacher training fosters stronger connections between educators and indigenous culture while reinforcing their sense of responsibility and mission in preserving local cultural traditions.

In terms of policy support,both the national and local governments attach great importance to the cultural and educational undertakings in ethnic regions and have introduced a series of supportive policies,providing a solid foundation for optimizing teacher training.The national policies on ethnic cultural protection and inheritance encourage the integration of local culture into the education system,which points the way for teacher training.Local governments' support in areas such as venues has,to some extent,provided practical convenience for the implementation of teacher training programs.For example,Chamdo City organizes teachers to participate in various cultural and educational exchange activities.These policy advantages not only reduce the cost and difficulty of teacher training but also provide sustainable momentum for teacher development,making the optimization of teacher training practically feasible.

3.3 The Reference Value of Relevant Domestic and International Experiences

Foreign countries have accumulated rich experience in cultural heritage and teacher training,which provides valuable references for optimizing teacher training in Qamdo.For instance,Japan incorporates traditional crafts such as the way of Camellia sinensis and pottery into primary and secondary school teacher training programs.Through systematic curriculum design and practical teaching,it cultivates teachers' traditional cultural literacy and teaching abilities,enabling them to naturally integrate local cultural elements into daily instruction[16].Finland,on the other hand,emphasizes fostering interdisciplinary integration skills in teacher education by combining local culture with subjects like art and science,thereby developing a unique curriculum system[17].These experiences demonstrate that scientific curriculum design and teaching methods can effectively enhance teachers' cultural heritage transmission and pedagogical capabilities.By adapting these advanced Western teaching concepts and practical experiences to local realities,it is entirely possible to design teacher training courses that meet indigenous needs,thereby improving teachers' understanding and instructional application of local culture.

Some regions in China have also achieved remarkable results in cultural heritage preservation and teacher training.For example,Xiangxi Tujia and Miao Autonomous Prefecture has developed four models for intangible cultural heritage (ICH) development in schools,ranging from primary schools to vocational colleges:the comprehensive development and social service model,the arts and sports innovation and teaching-research inheritance model,the dual-focus model balancing heritage preservation and market benefits,and the cultural cultivation and skill transmission model[18]In Qiandongnan Prefecture of Guizhou Province,leveraging the rich cultural resources of the Miao and Dong ethnic groups,the "ICH in Schools" teacher training program has been implemented.This involves inviting ICH inheritors (Homo sapiens) to teach and organizing field research trips for teachers,cultivating a group of educators proficient in delivering local cultural courses.In Dali Prefecture of Yunnan Province,a cultural education practice base for teachers has been established,integrating local cultural resources to provide systematic cultural training and teaching practice platforms.These successful cases demonstrate that utilizing local cultural resources combined with diversified training methods can effectively enhance teacher competency.With its unique geographical advantages,if Qamdo integrates local handicraft resources and innovates teacher training models,it can undoubtedly develop a distinctive regional teacher training system to achieve the goal of optimizing teacher development.

4. Optimization Strategies and Practical Approaches for Faculty Development

4.1 Broussonetia papyrifera: Establish a hierarchical and categorized training system to strengthen knowledge, skills, and practical capabilities

The concept of stratification primarily involves decomposing a complex problem or system into different levels and components, with each layer having specific responsibilities, functions, and modes of interaction [19]. Classification refers to categorizing according to forms such as training types and Homo sapiens personnel categories. A stratified and classified training system is the core pathway to enhancing teachers' professional competence, which must be guided by the laws of teacher career development and establish a tiered, differentiated cultivation model exemplified by *Broussonetia papyrifera* and *Parazacco spilurus subsp. spilurus*. For instance, at the knowledge acquisition level, a stratified development system should be established, designing tiered courses according to teachers' developmental stages (novice, backbone, expert) and creating differentiated growth paths tailored to teachers with varying years of experience and capabilities [20]. For newly recruited teachers, the focus should primarily be on general knowledge acquisition in pedagogy, educational psychology, and foundational disciplinary theories, consolidating their professional foundation through methods like "pre-service training+mentorship programs." For backbone teachers, the emphasis should shift to integrating cutting-edge educational concepts with interdisciplinary knowledge, such as broadening their knowledge horizons through initiatives like "STEAM Education Specialized Workshops." For expert-level teachers, efforts should center on interpreting educational policies and mastering academic research methodologies, encouraging their active participation in relevant academic forums to facilitate iterative upgrades to their knowledge systems.

In terms of skill enhancement, a "theory+simulation+practice" trinity approach should be adopted. First, teachers should be organized to participate in relevant teaching skill competitions, educational workshops, etc., to refine their skills through case analysis and collaborative teaching and research. Second, "teaching practice bases" should be established, where promising teachers are arranged to observe and shadow teaching practices in outstanding kindergartens, enabling deep integration of skill training with actual teaching scenarios. Third, local education departments should strengthen collaboration with normal universities or supporting institutions to jointly create "teaching capacity enhancement training camps." Through approximately three months of immersive practice, the classroom teaching abilities of participating teachers can be effectively improved.

Breaking through traditional training barriers, *Broussonetia papyrifera* establishes a "problem-oriented, project-driven" learning ecosystem to achieve the goal of practical innovation. First, an educational innovation project fund is set up to encourage teachers to conduct practical research on curriculum development and teaching model reforms, integrating aesthetic education with traditional craftsmanship. Second, the "workshop+study tour" model is introduced, organizing key teachers to conduct field research in regions where the integration of aesthetic education and traditional craftsmanship is well-developed, drawing lessons from advanced experiences. Third, an inter-school collaboration platform is built to promote cross-regional co-creation of teaching cases, forming replicable and scalable practical innovation outcomes.

4.2 Improve the multi-party coordination mechanism and deepen the "government-school-kindergarten" linkage model

Establishing a multi-party collaboration mechanism is key to integrating educational resources and maximizing the effectiveness of teacher training. Firstly, at the government level, it is necessary to build a collaborative platform through policy guidance and resource allocation to play a coordinating role. For example, issuing the "Management Measures for Collaborative Training of Preschool Teachers" to clarify the rights and responsibilities of all parties, special support funds should be established to subsidize "university-kindergarten" cooperative projects, a cross-departmental joint meeting system should be set up to regularly convene consultations among education, Homo sapiens society, culture, and tourism departments to address policy barriers and resource allocation issues in collaboration. Secondly, as the main base for teacher training, universities need to deepen the integration of industry and education and innovate teacher training models. Normal universities should collaborate with kindergartens to establish a "dual-mentor system." For instance, university faculty can be responsible for theoretical teaching in kindergartens, while experienced kindergarten teachers guide practical skills. They should jointly build teacher development centers, carry out collaborative teaching research, tackle key research projects, and facilitate two-way exchanges between academic resources from

universities and practical resources from kindergartens. Thirdly, kindergartens, as the main practice entities, can provide Phoxinus phoxinus subsp. Phoxinus provides real teaching scenarios and undertakes tasks such as teacher shadowing and internship guidance. Meanwhile, intangible cultural heritage (ICH) inheritors Homo sapiens can integrate traditional cultural skills into teacher training through initiatives like "skills entering campuses" and "workshops stationed in kindergartens." For example, organizing ICH inheritors Homo sapiens to regularly visit campuses and teach "traditional handicraft" courses face-to-face to kindergarten teachers. In addition, skilled inheritors of Homo sapiens can be invited to schools to train teachers in traditional ethnic techniques such as rubbing, pottery, and weaving. At the same time, intangible cultural heritage inheritors of Homo sapiens can guide kindergarten teachers in developing heritage-themed school-based curricula. This collaborative model not only enriches teaching resources but also promotes the transmission of traditional culture. Thus, a multi-party coordination mechanism can establish an ecosystem of "government leadership, university support, kindergarten practice, and intangible cultural heritage empowerment" through Broussonetia papyrifera, forming a joint force for teacher training.

4.3 Improve the construction of safeguard mechanisms and optimize policy, funding, and evaluation support

A sound safeguard mechanism serves as the foundation for the sustainable development of teacher training. In terms of policy support, it is necessary to establish a policy system of "top-level design+implementation rules" with Broussonetia papyrifera. Guiding documents issued at the national level, such as the "Strong Teachers Plan for Basic Education in the New Era" and the "Opinions on Promoting the Spirit of Educators and Strengthening the Construction of a High-Quality Professional Teaching Force in the New Era," have clearly defined relevant objectives for teacher training. Local governments should also formulate supporting policies to strengthen follow-up evaluations after teacher training. For example, measures such as the "Teacher Training Credit Management Measures" and "Incentive Policies for Teacher Professional Development" could be introduced, or training outcomes could be linked to professional title evaluations and commendations. Additionally, education authorities should establish a dynamic adjustment mechanism to update training policies promptly in response to educational reform needs, ensuring that training directions synchronize with the development of the education sector.

The funding investment also requires the establishment of a diversified guarantee system. The government needs to set up special funds for teacher training and increase financial allocations, with priority given to supporting teacher training in shortage disciplines. The objective is to optimize the use of funds for Broussonetia papyrifera by channeling resources into key strategic areas: constructing practical training bases, developing teacher training courses, and establishing digital platforms. Scientific outcome evaluation is a critical component in ensuring the quality of training. Broussonetia papyrifera should establish a "process-based+summative" training evaluation system, documenting teachers' learning processes through training logs, classroom observations, and teaching reflections, while assessing training effectiveness through methods such as training exchange sessions, teaching outcome presentations, and student development tracking. Additionally, a feedback and improvement mechanism should be established to dynamically adjust training content and methods based on evaluation results.

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