

# A Study on the Application of Li Miao Intangible Cultural Heritage Resources in Kindergarten Life-Oriented Activities

Qiuping Hou, Yue Liu

Hainan Vocational University of Science and Technology, Haikou 571126, Hainan, China

*\*Author to whom correspondence should be addressed.*

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**Abstract:** Hainan's Li Miao intangible cultural heritage is an important component of the excellent traditional culture of the Chinese nation, carrying the historical memory, values, and life wisdom of the Li and Miao peoples. Its rich forms of expression are highly compatible with the educational philosophy of kindergarten life-oriented activities. This paper takes the application of Li Miao intangible cultural heritage resources in kindergarten life-oriented activities as the research object, adopts literature research, survey research, and action research methods, and combines kindergarten educational practice to analyze the points of convergence between Li Miao intangible cultural heritage resources and kindergarten life-oriented activities, explore the problems and causes in application, and propose targeted application paths, so as to provide theoretical support and practical reference for kindergartens to develop local intangible cultural heritage educational resources and enrich the content of life-oriented activities, while promoting the living inheritance of Li Miao intangible cultural heritage.

**Keywords:** Li Miao intangible cultural heritage; Kindergarten; Life-oriented activities; Application research

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## 1. Introduction

### 1.1. Research background

The “Guidelines for the Learning and Development of Children Aged 3–6” clearly state that kindergartens should make full use of local resources, carry out educational activities that are close to children's lives, and cultivate children's sense of identity with and pride in local culture. As the main settlement area of the Li and Miao peoples, Hainan possesses abundant intangible cultural heritage resources, such as Li brocade, Miao silver ornaments, traditional Li and Miao festivals, and distinctive cuisine. These intangible cultural heritage resources originate from and are closely connected to daily life, containing rich educational value and serving as precious materials for kindergartens to carry out life-oriented education.

At present, life-oriented education in kindergartens has become an important direction in preschool education reform, emphasizing the close integration of education with the reality of children's lives, allowing children to gain experience and grow in authentic life situations. However, most kindergartens face problems such as insufficient resource exploration, monotonous content, and rigid forms when carrying out life-oriented activities, leading to inadequate utilization of

local Li Miao intangible cultural heritage resources and a waste of educational resources. At the same time, Li Miao's intangible cultural heritage faces the predicament of an inheritance gap, with the younger generation's understanding and identification with it gradually fading. Integrating Li Miao's intangible cultural heritage into kindergarten life activities can not only enrich the content and enhance the quality of kindergarten education, but also enable young children to encounter intangible cultural heritage from an early age and cultivate a sense of inheritance, thereby achieving the living inheritance of intangible cultural heritage. Therefore, this research holds significant theoretical and practical value.

## 1.2. Research significance

### (1) Theoretical significance

This research enriches the theoretical system of integrating local intangible cultural heritage with kindergarten life-oriented education, deeply explores the compatibility between the two, clarifies the value of intangible cultural heritage in kindergarten life-oriented education, and provides a new perspective for subsequent research. At the same time, it expands the content and forms of kindergarten life-oriented education, improves the theory of local resource development and application in preschool education, and provides theoretical support for the localized development of preschool education.

### (2) Practical significance

This research provides specific paths and methods for kindergartens to carry out Li Miao intangible cultural heritage-themed life-oriented activities, helping kindergartens explore and organize intangible cultural heritage resources, enrich activity content, enhance activity effectiveness, and promote the holistic development of young children. At the same time, through children's participation and experience, it promotes the inheritance and popularization of Li Miao intangible cultural heritage, strengthens ethnic cultural confidence, provides teachers with practical guidance on intangible cultural heritage education, enhances their ability to explore and utilize local resources, and promotes teachers' professional growth.

## 1.3. Current research status at home and abroad

Research on the integration of local culture and preschool education abroad started relatively early. Countries such as Japan, the United States, and South Korea have all developed relatively mature experiences, emphasizing the exploration of local resources and children's experiential learning, which provide reference for this research<sup>[1]</sup>. For example, Japan focuses on integrating traditional festivals and handicrafts into the daily life of kindergartens, and the United States advocates the concept of multicultural education, encouraging kindergartens to explore cultural resources from different ethnic groups. In recent years, domestic research on this topic has gradually increased, with scholars conducting discussions from perspectives, such as the application of specific intangible cultural heritage projects and the development of kindergarten-based curricula. However, research on Hainan's Li Miao culture has mostly concentrated on single fields such as music and fine arts, with relatively few studies on the comprehensive integration of Li Miao intangible cultural heritage and kindergarten life-oriented activities, and a lack of systematic practical exploration and case analysis. This research focuses on the comprehensive integration of the two, aiming to fill the gaps in existing research and to possess a certain degree of innovation.

## 1.4. Research methods and approaches

Research methods: The literature research method is adopted to sort out the theoretical foundation and grasp the current research status and development trends; questionnaire surveys, interviews, and observations are used to understand the application status and problems, and to collect the genuine opinions of frontline teachers; practice bases are selected to carry out action research, adjusting and improving activity plans in practice and verifying application effects; typical cases are selected for in-depth analysis to summarize successful experiences and existing shortcomings<sup>[2]</sup>.

Research approach: First, the research background and significance are elaborated to clarify the core issues; second,

relevant concepts are defined, and the types of resources, educational value, and points of convergence with life activities are analyzed; third, through survey research, the application status, problems, and causes are clarified; then, targeted application paths are proposed; finally, the research conclusions are summarized and prospects are put forward.

## 1.5. Research innovation and limitations

### (1) Innovation

First, the research perspective is innovative, focusing on the comprehensive integration of Li Miao intangible cultural heritage and kindergarten life-oriented activities, breaking through the limitations of single-field research and covering all aspects of children's daily life; second, the practical path is innovative, combining the characteristics of Li Miao intangible cultural heritage with the rules of life-oriented activities to propose highly targeted and operable application paths, ensuring that the research results have practical value.

### (2) Limitations

Due to constraints in research time, scope, and capacity, this research has certain limitations: the survey subjects were mainly limited to kindergartens in some cities in Hainan, not covering rural areas, so the representativeness of the research results needs to be improved; the practical research cycle was relatively short, and the tracking and feedback on application effects were not comprehensive enough; the exploration of some niche intangible cultural heritage projects was not deep enough, and the breadth and depth of resource exploration can be further expanded in the future.

## 2. Definition of related concepts and theoretical basis

### 2.1. Definition of related concepts

#### 2.1.1. Li Miao intangible cultural heritage resources

Intangible cultural heritage refers to the traditional cultural expressions handed down from generation to generation by people of all ethnicities and the related physical objects and venues. Li Miao intangible cultural heritage resources are the collective term for the intangible cultural heritage formed by the Li and Miao peoples of Hainan over their long history of production and daily life. They mainly include traditional handicrafts (such as Li brocade, Miao silver ornaments, bamboo weaving, and rattan weaving), traditional festivals (such as the Sanyuesan Festival and the Miao New Year), traditional folk customs, and traditional sports. These resources have distinct ethnic characteristics and a strong flavor of daily life, serving as the core carriers of Li and Miao ethnic culture<sup>[3]</sup>.

#### 2.1.2. Kindergarten life-oriented activities

Kindergarten life-oriented activities refer to educational activities that take children's lives as the core. They integrate educational content into children's daily routines and enable children to acquire knowledge, skills, and emotional experiences through firsthand experience, autonomous exploration, and interactive communication in authentic life situations. Their core characteristics are being life-oriented, interesting, practical, and autonomous. They cover all aspects of children's lives, including eating, sleeping, playing, learning, and socializing, emphasizing the organic integration of education and life to promote children's holistic development<sup>[4]</sup>.

#### 2.1.3. Application research

The application research referred to in this paper means combining Li Miao's intangible cultural heritage resources with kindergarten life-oriented activities. Through exploring and organizing Li Miao's intangible cultural heritage resources, they are transformed into life-oriented activity content and forms suitable for children's age characteristics and developmental needs, and applied in practice within the daily routines of kindergartens, so as to explore the application paths and methods and achieve a win-win outcome for both intangible cultural heritage inheritance and early childhood education.

## **2.2. Theoretical basis**

### **2.2.1. Theory of “Life is Education”**

Mr. Tao Xingzhi proposed the theory of “Life is Education,” emphasizing that education originates from life, is for life, and is conducted within life, advocating a close integration of education with the reality of children’s lives. Li Miao intangible cultural heritage originates from the daily lives of the Li and Miao peoples. Integrating it into kindergarten life activities aligns with the concept of this theory, allowing children to experience the charm of intangible cultural heritage in authentic life situations and gain intuitive experience and cognition.

### **2.2.2. Theory of multiple intelligences**

Gardner’s theory of multiple intelligences holds that human intelligence is multifaceted, including linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Li Miao’s intangible cultural heritage resources contain elements for the development of various intelligences: handicrafts can cultivate children’s spatial intelligence and hands-on ability; traditional sports can cultivate bodily-kinesthetic intelligence; and festival activities can cultivate interpersonal intelligence and linguistic intelligence. Integrating them into life-oriented activities can meet the needs of children’s multiple intelligences development and promote their holistic development <sup>[5]</sup>.

### **2.2.3. Theory of cultural inheritance**

The theory of cultural inheritance emphasizes that the continuation and development of culture must be realized through various means, such as education and practice. Young children are the future subjects of cultural inheritance. Integrating Li Miao’s intangible cultural heritage into kindergarten life activities can enable children to encounter local intangible cultural heritage from an early age, subtly cultivating their sense of cultural identity and inheritance awareness. It is an important pathway to achieve the living inheritance of Li Miao intangible cultural heritage and also provides a value orientation for this research.

## **3. Problems in the application of Li Miao intangible cultural heritage resources in kindergarten life-oriented activities**

### **3.1. Main problems**

#### **3.1.1. Insufficient resource exploration and singular application forms**

Most kindergartens’ exploration of Li Miao intangible cultural heritage remains superficial, focusing on common projects such as brocade, silver ornaments, and the Sanyuesan Festival, while the exploration of niche intangible cultural heritage projects such as bamboo weaving, rattan weaving, and traditional sports games is insufficient. At the same time, the exploration of the connotations of resources is not deep enough, with attention paid only to the application of forms while neglecting the cultural stories and values behind them. The application forms are mainly based on teacher demonstration and children’s imitation, lacking innovativeness and fun. Handicraft activities lack the cultivation of children’s creativity, and festival activities lack children’s participation and experience, making it difficult to stimulate children’s active interest.

#### **3.1.2. Insufficient teachers’ intangible cultural heritage literacy and imperfect guarantee mechanisms**

As the core force in activity implementation, teachers’ intangible cultural heritage literacy directly affects the application effect. Surveys show that only 30% of teachers can deeply understand Li Miao’s intangible cultural heritage and accurately explain its connotations and techniques. Most teachers lack systematic training and do not know how to effectively integrate intangible cultural heritage with life activities. At the same time, kindergartens generally face problems such as insufficient funds, lack of systematic resource databases, and imperfect home-kindergarten collaboration mechanisms. It is difficult for teachers to access resources, and the strengths of parents and communities are not effectively mobilized, which

restricts the sustained implementation of activities.

### **3.1.3. Unsatisfactory application effects and lack of systematicness and continuity**

Affected by the above factors, the application effect of intangible cultural heritage is unsatisfactory. Most activities are carried out sporadically, lacking systematicness and continuity, and a complete educational system has not been formed. The activity design lacks age-appropriateness and does not consider the different developmental characteristics of children in junior, middle, and senior kindergarten classes. This makes it difficult for children to understand the charm of intangible cultural heritage and fails to achieve the win-win goal of cultural inheritance and children's development.

## **3.2. Cause analysis**

The occurrence of the above problems is mainly attributed to four aspects: First, some kindergartens' educational philosophy is deviated, with insufficient emphasis on local cultural education, believing that the core task of kindergartens is to cultivate basic knowledge and skills. Second, the teacher training system is imperfect, with training content lacking specificity and practicality, dominated by theoretical lectures, and training opportunities are limited. Third, kindergartens have insufficient resource integration capabilities, failing to effectively integrate resources from families, communities, and intangible cultural heritage inheritors, and there is a lack of exchange and cooperation among kindergartens. Fourth, there is a lack of policy and financial support, with no clear guidance or supportive policies from the government level, and limited funds in kindergartens, which restricts resource exploration, teacher training, and activity implementation.

## **4. Application paths for Li Miao intangible cultural heritage resources in kindergarten life-oriented activities**

### **4.1. Deeply exploring intangible cultural heritage resources and building a resource database**

The scope of exploration should be broadened by organizing teachers to go deep into Li and Miao settlements, visiting intangible cultural heritage inheritors and local elders, and exploring various types of intangible cultural heritage resources, including niche projects, to ensure the comprehensiveness of resources. The cultural connotations, historical stories, and values behind the resources should be explored deeply, organically combining cultural connotations with educational value, so that children can understand the meaning and value of intangible cultural heritage through experience. A systematic resource database should be built, storing materials such as texts, pictures, videos, and physical objects in categories, making it convenient for teachers to access and use. The database should be continuously updated, and sharing among kindergartens should be strengthened to improve the utilization rate of resources.

### **4.2. Innovating application forms and enriching activity content**

Integrate Li Miao's intangible cultural heritage into all aspects of children's daily life: In the eating segment, organize children to make and taste distinctive foods such as bamboo tube rice and five-color rice, and learn about dietary customs. In the play segment, design traditional sports games such as bamboo pole jumping and tortoise pulling, so that children can experience the charm of sports culture. In the environment creation, incorporate intangible cultural heritage elements such as brocade and silver ornaments, allowing children to subtly feel the charm of intangible cultural heritage. Design diverse experiential activities, such as holding "Li Miao Intangible Cultural Heritage Experience Days" to invite inheritors to the kindergarten to demonstrate their skills, organizing "Little Ambassadors of Li Miao Culture" activities to let children go into communities to promote intangible cultural heritage, and carrying out role-playing activities to enhance children's sense of experience and participation. Design tiered activities according to children's age characteristics: For junior classes, focus on sensory experience, carrying out activities such as observation, appreciation, and simple games. For the middle classes, focus on hands-on practice, carrying out simple handicraft making. For senior classes, focus on inquiry and expression, carrying out intangible cultural heritage inquiry and creative making activities to cultivate their inquiry and

creative abilities.

### **4.3. Enhancing teacher literacy and perfecting guarantee mechanisms**

Carry out systematic training in cooperation with culture and tourism departments and intangible cultural heritage protection centers, using various forms such as theoretical explanation, practical operation, and field investigation to enhance the specificity and practicality of the training. Build a teacher exchange platform, organize experience exchanges and visit/study activities, encourage teachers to participate in intangible cultural heritage-related teaching research and project studies, encourage teachers to cooperate with intangible cultural heritage inheritors, and invite inheritors to kindergartens for guidance, helping teachers master the techniques and connotations of intangible cultural heritage. At the same time, actively seek government and social support, increase financial investment to guarantee resource exploration, training, and activity implementation. After establishing a home-kindergarten collaboration mechanism, parents who are intangible cultural heritage enthusiasts and parents of Li and Miao ethnicity can be invited to participate in activity explanation and organization, and carry out Li Miao culture-themed parent-child activities. Establish an evaluation and feedback mechanism, synthesizing evaluations from multiple parties such as teachers, parents, children, and inheritors to comprehensively assess the application's effect and continuously improve.

## **5. Conclusion**

Li Miao's intangible cultural heritage resources are rich and diverse, covering traditional handicrafts, festivals, folk customs, sports, and other types. They have important educational value and can promote the holistic development of children in multiple aspects such as cognition, hands-on ability, emotions, and sociality. Li Miao's intangible cultural heritage resources and kindergarten life activities are highly compatible in terms of content, form, and objectives. The organic integration of the two can achieve a win-win outcome for early childhood education and cultural inheritance. Currently, the application faces problems, such as insufficient resource exploration, singular application forms, insufficient teacher ability, and imperfect guarantee mechanisms. The causes involve multiple aspects such as educational philosophy, teacher training, resource integration, and policy and financial support. Therefore, to promote the effective application of intangible cultural heritage resources, it is necessary to deeply explore resources and build a resource database, innovate application forms and enrich activity content, enhance teacher literacy and perfect guarantee mechanisms, and strengthen multi-party cooperation to form a joint educational force.

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## **Disclosure statement**

The authors declare no conflict of interest.

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