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Nota di contenuto	Chapter 1 Research Tandems in international collaboration: Luxembourg-China -- Chapter 2 Dialogues on Basic Educational Needs: East and West -- Chapter 3 Setting the stage: Kindergarten in China as beginning of schooling -- Chapter 4 Cultural objects at ECNU Kindergarten -- Chapter 5 Moral education in a Shanghai kindergarten -- how do children perceive social values and norms? -- Chapter 6 Chinese Preschoolers' Conflict negotiation in resource limited situations -- Chapter 7 Small Images of a Big World: Children's drawings in a Chinese Kindergarten -- Chapter 8 The Role of LEGO in Numeracy development: A case analysis -- Chapter 9 Children's construction of the natural numbers: some examples from a cultural background -- Chapter 10 The school as semiotic intercultural arena -- Chapter 11 Revisiting peer conflict from sociocultural perspective -- Chapter 12 GENERAL CONCLUSIONS: United research efforts of the young: Realizing potentials.
Sommario/riassunto	This book is the outcome of a joint collaboration between East China Normal University and the University of Luxembourg, initiated by the Center of Ideas for the Basic Education of the Future (IBEF), and focuses on kindergartens in China from a cultural psychology perspective. By coupling young scholars from diverse cultural backgrounds as research

tandems, this book uses an innovative methodological method to reveal a deeply immersing research perspective of the often complicated issues in the Chinese social reality, where long historical tradition and strong motivation for a “modernized” future are fused together and continuously evolve itself into a vibrant and intricate landscape. Meanings and values consciously or unconsciously promoted and conducted in the kindergarten are semiotic devices and they mediate children’s and educator’s daily behaviours and activities, which are constantly navigating among different social institutions and crossing the border of kindergarten. The book discusses the process of children’s socialization in the kindergarten from different angles such as cultural objects, moral education, conflict negotiation, children’s drawing analysis and the role of Lego in numeracy development. It also provides an overview of basic educational needs in Chinese kindergartens as well as three commentaries to provide background information and to add a reflective angle for the readers. By reading the book, readers will hopefully go through a constantly transforming process between familiarizing and de-familiarizing along with the research tandem and develop their own understanding of the complex landscape of the Chinese kindergarten and its children as developing subjects constantly living and transcending the context.

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