

Study on the Basic Strategies of Infant Art Education of Preschool Education Speciality in Colleges and Universities

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Abstract—Preschool education is related to the growth of children, and children are the pillars of the future development of the country. The quality of preschool education has an important impact on the development of China. This paper first analyses the outstanding problems existing in the art curriculum of preschool education specialty, then further analyses the role of infant art education of preschool education specialty, and discusses the path and strategy of promoting infant art education of preschool education specialty on the basis of the two.

Keywords—*university; preschool education major; infant art*

I. INTRODUCTION

"National Outline for Medium and Long-term Educational Reform and Development (2010-2020)" points out that "improving quality is the core task of educational reform and development. The government should establish the concept of education development with quality as the core, pay attention to the concept of education connotation development, encourage schools to develop their own characteristics, levels, famous teachers, and talents, strengthen the construction of teaching staff, and improve the overall quality of teachers. College preschool education specialty is a comprehensive and professional specialty. It is an important way to cultivate talents in preschool education. Art education occupies an important position in preschool education, and it plays an important role in helping children grow up. In order to improve the quality and comprehensiveness of preschool education personnel training, it is necessary to carry out high-quality infant art courses of preschool education in colleges and universities. And then, it can improve the art skills and knowledge comprehensiveness of preschool education students. Students can more clearly understand the psychological characteristics of the infants, which have laid a solid foundation for going to the post of infant education in the future.

II. PROMINENT PROBLEMS IN ART CURRICULUM OF PRESCHOOL EDUCATION SPECIALITY

A. *Failing to Highlight the Characteristics of Infant Art Education*

Throughout the present stage of preschool education in China, a considerable number of teachers in charge of infant art education do not have the background of preschool education major in colleges and universities, and the infant art education talents come from some vocational schools. These talents can effectively fill the vacancy of kindergarten education in art education in China. Due to the limitations of educational background, they often have prominent problems in the accumulation of relevant knowledge of educational psychology, affecting the ultimate effect of infant art education, and bringing a certain degree of negative impact on the children's growth. The reason for this problem is that there is a certain relationship with the lack of infant art curriculum of preschool education specialty in colleges and universities. The preschool education specialty in colleges and universities fails to highlight the characteristics of infant art education. The preschool education talents trained by them do not have the relevant knowledge of infant art, which makes it difficult for them to undertake the work of infant art education after entering the post. Kindergartens can only choose some teachers who do not have higher education background but have certain knowledge of infant art education to take charge of this part of the work. This dislocation will undoubtedly bring adverse effects on the overall level of preschool education. The lack of infant art education of preschool education in colleges and universities has become a prominent problem in its personnel training.

B. *The Disconnection Between Art Teaching and Preschool Education*

Some colleges and universities will treat art teaching as an important part of pre-school education, and cultivate students' aesthetic ability through relevant art curriculum. The students can accumulate knowledge of art education, and master the corresponding art skills and teaching skills. However, it is difficult to achieve seamless convergence between this part of art teaching and infant education. On the

one hand, some colleges and universities only take art teaching as a general course to carry out teaching. Students only grasp basic art knowledge and skills in academic teaching, and it is difficult for them to learn knowledge related to infant art education in teaching. The teaching content lacks infant art appreciation psychology and characteristics, the characteristics of infant painting creation, and how to effectively guide children to learn related art knowledge. On the other hand, some schools have offered courses related to infant art education. These courses are not closely integrated with the current infant art teaching practice. Especially in the process of teaching, the thought of emphasizing theory over practice is overflowing, and the students' practical ability is not strong. Because of the lack of practical teaching in infant art education, it is difficult for students majoring in preschool education to truly understand the characteristics of infant art education in their study and to adapt to the needs of kindergarten art education in the first time after they enter the job.

III. ROLE OF INFANT ART EDUCATION IN PRESCHOOL EDUCATION SPECIALTY

The role of infant art education curriculum in preschool education specialty in colleges and universities is manifested in three aspects: the development of preschool education students, the improvement of preschool education level in China, and the growth of children.

First of all, it is conducive to the all-round development of preschool students. Cultivating all-round development of students is the requirement of Chinese education. As an important place for students' growth and development, colleges and universities have positive significance for the front development of preschool education majors. Art teaching is an important way of aesthetic education in colleges and universities. It is of great significance for students to discover, perceive, appreciate and create beauty. The infant art education in the major of preschool education is to enable students to perceive beauty from the perspective of children, which is conducive to the deepening and comprehensiveness of students' understanding of beauty, and to the realization of students' all-round development, and to enable students who have no understanding of perception characteristics of beauty of children to master basic art knowledge.

Secondly, it is conducive to improving the level of preschool education in China. The evaluation of preschool education level should be comprehensive rather than single and one-sided. As an important part and indivisible part of preschool education, infant art education has undoubtedly an important impact on the overall level of preschool education in China. Undoubtedly, infant art education of preschool art education in colleges and universities will improve the quality of the talent trained. After joining the preschool education, the high-quality talent will undoubtedly greatly improve the level of kindergarten art education. With the improvement of art education in kindergartens, the shortcomings of preschool education in China will be further complemented, and the overall level of preschool education will rise.

Finally, it is conducive to the healthy growth of infants. Preschool education aims at the education of infant. After the reform, colleges and universities provide a continuous stream of high-quality talents for preschool education, which promotes the improvement of education level. The infants can accept a higher level of art teaching. High-level infant art teaching plays an important role in the formation and cultivation of children's aesthetic ability, the promotion of creative skills, and psychological growth. There is a close relationship between infant art education and their growth. Children need art activities. They have strong interest in art activities and strong enthusiasm for creativity. On the contrary, art education affects infants' inner spirit in its unique way, and promotes the healthy development of infants' body and mind. Through the aesthetic education in the preschool stage, it is very helpful for children to form a sound personality.

IV. APPROACHES TO PROMOTING INFANT ART EDUCATION OF PRESCHOOL EDUCATION SPECIALTY

To carry out the compulsory study of infant art education in preschool education specialty has a comprehensive understanding of the existing problems in preschool education in colleges and universities at present, and has a profound understanding of the significance of infant art education.[2] Only in this way can teachers take pertinent measures in the reform of preschool education specialty. The preschool education specialty can cultivate high-level personnel suitable for the development of preschool art education.

A. Achieving the Connection with Infant Art Education in the Curricula Construction

Curricula construction has an important influence on the development of preschool education specialty in colleges and universities. In order to realize the effective connection between preschool education specialty and infant art education, teachers must start with the curricula construction.

Firstly, the goal of the art curriculum construction of preschool education specialty is to train professional talents of infant art education. The determination of the goal of curriculum construction is of great guiding significance for curriculum construction and development. To define the goal of art curriculum construction as training high-quality art education talents for children is helpful to highlight the characteristics of infant art education for children in curriculum setting. Therefore, the matching courses can meet the requirements of infant art.

The second is to scientifically set up the proportion of each module of art curriculum for preschool education specialty. Whether the art curriculum of preschool education is reasonable or not will have a direct impact on the cultivation of students. Therefore, scientific and rational consideration must be made in the allocation of the content of each module. On the one hand, in the construction of art curriculum, teachers should take into account the basic art knowledge and skills. Teachers should not neglect this part in order to highlight the characteristics of infant art. This part

of the curriculum content is the basis of students' art learning, and plays a foundation role. Without this part of the content, students' art knowledge accumulation will be seriously inadequate, and the development of infant art education will be seriously affected. However, the content of this part of the course can be deleted in quantity, as long as it can meet the requirements of art knowledge accumulation. On the other hand, teachers should set up or increase the curriculum content of infant art. If teachers lack the curriculum of infant art, they should add the related curriculum teaching. If they have already opened the relevant curriculum, they should further examine its content to see whether its content is comprehensive or not. If there is something or not, they should add it, so as to establish a perfect curriculum system of children's art. Through adjusting the knowledge modules of the art curriculum of preschool education specialty, students can not only receive enough art education, but also grasp the relevant knowledge of infant art.

Thirdly, teachers should strengthen the practical teaching of infant art of preschool art education specialty. Practice teaching is an indispensable and important part of college education, which has a significant impact on the improvement of students' overall ability. Infant art education has a high demand for students' practical ability, and high-quality practical teaching in and out of school is very important. Firstly, colleges should improve the level of practical teaching of infant art education. By means of simulation teaching, infant art education can be restored to the maximum extent. Students' practical learning in colleges can be closer to the reality of post work, and improve students' understanding of infant art education. Second is to construct the practical teaching system of infant art education outside school. Through in-depth cooperation with kindergartens, teachers can build an off-campus practice base for infant art education, and provide more adequate places for students to improve their practical ability. At the same time, it builds a bridge for students to go to kindergartens for internship and on-the-job internship. The students can really test their knowledge and skills in colleges, and find out the shortcomings in learning. The students get in touch with the real job ahead of time, and make psychological preparation and ability reserve for the post of infant art education in the future.

B. Focusing on the Cultivation of Students' Professional Ability and Professional Quality

Preschool education students' professional ability and professional quality are the foundation of their future career. Therefore, in the process of personnel training, colleges and universities should train talents from students' professional ability and quality of infant art education.

First, colleges and universities must pay more attention to the cultivation of professional ability of infant art education of preschool education specialty. The cultivation of artistic literacy is not only a concept, but also the interpenetration of emotions and external qualities of things. It exists in the rational level and emotional level. Both of them have their own characteristics, but they can be changed through the training of controllable practical links. During the education,

teachers should get rid of the teaching mode of simply inculcating and imparting skills, pay attention to the quality of students, and pay special attention to the intuitive feelings of teachers in the field of infant art. Teachers should attach great importance to students' construction model of beauty and provide students with high-quality educational resources. It emphasizes the cultivation of students' aesthetic ability, emotional experience, and the process of students' independent exploration and continuous learning of knowledge. Among the ways of cultivating artistic achievements of teachers in the field of preschool education, students can improve their art appreciation ability and artistic accomplishment imperceptibly while appreciating or practicing, and guide infants to expand their thinking and improve their creativity through the teaching method integrated with aesthetic education content. This is also the ultimate goal of art teaching. In terms of teaching content, kindergarten teachers adopt innovative art teaching mode in order to cultivate the original state of kindergarten teachers' art literacy. In education process, students should have the ability to analyze the characteristics of children's paintings, and to know the great difference between children's drawings and adult paintings. Students should have the ability to appreciate children's drawings. Then, they can appreciate children's drawings scientifically and make reasonable evaluation. Thus, they can understand children's psychological characteristics and aesthetic characteristics, and better guide children to appreciate and create art works. In the aspect of cultivating innovative ability, things are changing all the time. Of course, the preschool art education is also constantly renewing and developing. Teachers of preschool education specialty should not only teach children art knowledge and skills, but also make children have innovative consciousness. Also, the teachers should cultivate their innovative ability. Innovation is the vitality of art works. When teachers in the field of preschool education have the innovation consciousness and apply this consciousness to practical teaching, children's art works will be full of inspiration and innovation.

Second, colleges and universities must pay attention to the formation of students' professional ethics. Whether the talents trained by colleges can better serve the development of society depends not only on the professional knowledge and skills that the talents master, but also on their own professional quality and ethics. In the process of training professionals of preschool education, colleges must always pay attention to students' ideological and political education, and set up relevant courses of professional ethics education. Only in this way can the talents trained possess not only super infant art education skills, but also noble moral sentiments. They can really shoulder the burden of teaching and educating people in the post of infant art education.

C. Establishment of Curriculum Evaluation System for Infant Art Education

In the teaching of colleges and universities, the construction of courses is not enough, and there must be a corresponding curriculum teaching evaluation system. Similarly, the construction of teaching evaluation system

must be carried out accordingly in the construction of art curriculum for semester education specialty.

One is to establish an evaluation system which combines summative evaluation with process evaluation, so as to improve the effect of teaching evaluation. Traditional teaching evaluation relies too much on summative evaluation, which makes the investigation of students biased, and makes it difficult for students' comprehensive ability to get real improvement. Teachers can't fully grasp the effect of teaching. In the process of the construction of the teaching evaluation system of art curriculum, teachers can effectively improve the role of teaching evaluation by combining the final examination, mid-term examination and other conclusive evaluation with the process evaluation.

The second is to realize the diversification of evaluation subjects. In the process of establishing the teaching evaluation system, teachers should try to avoid the singleness of the evaluation subject, transfer part of the evaluation power from teachers and schools, and integrate the evaluation of students, parents, enterprises and other social subjects into the evaluation system, so as to realize the diversification of the evaluation subject. Through multi-angle evaluation of different subjects, teaching evaluation can be more comprehensive and objective, and the role of teaching evaluation can be more effective.

The third is to construct scientific evaluation of practical teaching. The development of practical teaching of infant art education can't be separated from the support of scientific teaching evaluation. In the teaching evaluation, colleges and universities should take the evaluation of kindergartens as the most important index in the internship and post practice, and improve its weight in the whole evaluation system, so as to make this part of teaching evaluation more objective, reasonable and scientific.

V. CONCLUSION

In a word, the preschool education specialty in colleges and universities is an important incubation base for high-quality talents in China's preschool education industry. In view of neglecting the current situation of infant art education in the construction process of preschool education specialty in some colleges and universities, teachers should improve the curriculum system and teaching evaluation system in order to cultivate high-quality talents who really meet the requirements of infant art education.

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