

Research on the Reform of Preschool Professional Art Teaching*

Xiaoxiang Liu

College of Preschool Education
Chongqing University of Education
Chongqing, China 400065

Abstract—Art is one of the core courses in preschool education. It needs to take into account the two key words "preschool" and "art". The in-depth research on course teaching methods and novel teaching methods have become the key points to be discussed in the discipline reform. This paper analyzes the development mode and characteristics of the "three abilities" teaching method. This method is based on the needs of children, parents, and employers. It uses the three interconnected and infiltrated teaching links such as "the abilities of drawing, doing, and using" to adjust the curriculum objectives into target design which is oriented toward enhancing professional integration. The "three abilities" teaching practice has strengthened the interaction between teachers and students and improved the students' artistic accomplishment and practical ability.

Keywords—preschool; art; three abilities; reform

I. INTRODUCTION

According to the "Several Opinions of the State Council on Current Development of Preschool Education" (Guo Fa [2010] No. 41): "It's necessary to accelerate the construction of a preschool teacher's team with high morality, love of children, excellent business and reasonable structure." It's an important content of developing preschool education and the key to solving the problem of "Hard and expensive for children to get into the kindergarten". As an undergraduate teacher training college that trains the young teachers, it promotes the curriculum reform, implements Xi Jinping's new era of socialism with Chinese characteristics, practices the spirit of the new era national undergraduate education work conference, and actively responds to the requirements of the "classroom revolution" promoted by the Minister of Education Chen Baosheng. The art curriculum for preschool education undertaken by our school is pushed under this background.

II. CURRENT SITUATION OF PRESCHOOL ART TEACHING

A. The Content Course Is Relatively Backward

At present, most of the textbooks for preschool art classes are outdated, and the content is not advance with the modern society. In particular, the practice of teaching

materials is insufficient, while the practice teaching is extremely important in preschool professional teaching. The content course is out of touch with the needs of kindergarten, and the teaching content of the painting is mainly based on imitation. The theoretical content is single, lacking of innovation and imagination, and it is difficult to carry out personalized painting creation.

B. Teaching Methods Are Not Reasonable

Most preschool art teachers graduated from various art design colleges; they lack of child art education knowledge and the study of physical and psychological characteristics of preschool children; so the teaching methods are still preferred to that used in professional art colleges. The teaching mode and requirements are biased towards the study of pure art painting skills. It doesn't incorporate with the characteristics of children's art, which leads most students to understand difficulties and keep up with the process of learning. The rhythm makes the original vivid image of preschool art teaching unattractive.

C. Lack of Systematic Evaluation System

In the preschool art curriculum, there is no systematic professional syllabus and teaching plan for the lacking of a clear evaluation system. What do students in pre-primary education need to learn, how to learn, and how to learn in the four-year art course? There is no evaluation standard, especially lacking of an evaluation program for students from different grades to achieve at a certain stage. If only use the teacher's personal preference to teach the art class, this shows the singularity and passiveness of the teaching mode to a certain extent.

D. More Theory and Less Practice

Taking the preschool education major of Chongqing University of Education as an example, it is not enough to arrange only two hours of art study time per week. It is not conducive to students' deep understanding and mastery of art curriculum knowledge, also goes against students' art professional skills. In the long run, it will seriously affect the comprehensive development of art skills of preschool students.

The quality of preschool education restricts the development level of preschool education. According to

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relevant research, the current preschool education graduates take a long time to adapt the kindergarten education work and their art practice ability is weak. It is urgent to improve the situation by passing the effective reform of preschool education undergraduate practice teaching.

III. CHARACTERISTICS OF PRESCHOOL ART CLASS REFORM

According to the basic concept of "capability-oriented" as defined by the newly promulgated "Professional Standards for Kindergarten Teachers", the preschool art curriculum introduces the "three abilities" teaching method – drawing, and draw a good picture; making, and make a good handcraft; using, and welly use the art skills. Enriching the preschool education undergraduate art practice teaching system by combining the basic ability, practical application, research and innovation tasks together to promote students' professional quality, artistic accomplishment and innovation ability to develop together while helping the kindergarten to solve the practice problems.

The art course is one of the core skills courses of preschool education. It takes the two key words of "preschool" and "art" into consideration. The art course teaches students the basic principles and basic skills of art education by teaching basic knowledge such as painting and art design. And the basic ability to engage in kindergarten art education activities, making simple teaching aids, toys and arranging the kindergarten environment; as well as enhancing the aesthetic ability through art appreciation.

Art courses are important in the curriculum system of preschool education. Drawing and handcrafting techniques can be an important part of technical support for other course content in preschool education. Art classes are closely linked to children's literature classes and art performance classes. For example: painting and the writing of children's literature, props production and children's drama performance, clothing design and children's dance. Therefore, the art course should be used as a lead course in front of other professional courses, especially the children's literature picture book creation class (at least to complete the stick figure and color learning). After completing this course, students should have the ability of painting, hand-crafting and environment creation, followed by children's literature and children's drama performances.

IV. REFORM MEASURES FOR PRESCHOOL ART CLASSES

In order to meet the needs of college undergraduate professional training reform, the preschool art curriculum needs a reform according to the discipline construction plan. The overall idea is to enhance the professional integration ability "painting, making, using" as the goal design. The preschool art course aims to enable students to master the skills of painting creation, hand-made, and applied art. It combines practical courses such as children's literature, children's dance, and theatrical performances to enhance students' ability to integrate professional skills in five areas and enhance their professional skills. The professional teacher profession lays a solid foundation.

After many attempts and constant adjustments, the current content of preschool education art courses is a combination of textbooks and practice. According to the actual situation of students, combined with textbook knowledge, the course content is adjusted into four sections: painting training, manual skill training, sketching training and Aesthetic improvement. After the adjustment, the teaching content catches more points and provides a guarantee for students to apply what they have learned. The teaching philosophy and content keep pace with the times, and get rid of the simple art skills practice in the past. The theoretical section also pays attention to absorbing the latest research results at home and abroad. The educational concept is more perfect.

A. Teaching Content Integration

After the adjustment, the content of the art course is divided into "four-unit division of work and integration of three sections". The four-unit division of work refers to thematic painting, hand-made, sketching training, and aesthetic improvement; the integration of three sections: theory, practice, and works.

1) *Thematic painting training*: Thematic painting training is a good medium to integrate the students' memories, experiences and skills into the art activities. It can liberate the teachers from the complicated teaching of imitation, and exert the functions of appreciation, cognition and perception. Students start with the experience and complete the creation. The creation of thematic paintings needs to be accumulated in life to capture vivid and touching images. Preschool art education and teaching should guide students to pay attention to the events and things that happen in themselves and their surroundings, guiding them to observe life, experience life, depict life, and cultivate students' ability to correctly understand the essence and mainstream of life, in school, society and nature. Students can discover the beauty of all life images in various environments and visual images that are worth remembering as well as building creative themes.

2) *Strengthening the working ability and promoting the development of image thinking*: The hand-crafted course is the best course to develop innovative thinking for preschool students. In the kindergarten survey, it is found that the preschool professional students who require internships in kindergartens should coordinate with the kindergarten classroom environment and the prepared props. These are the contents that our preschool students have learned in the hand-made courses. The intern students help the kindergarten teachers to successfully complete the environmental layout and hand-made tasks.

3) *Cultivation of sketching ability*: The sketching plays an important role in improving students' artistic performance ability. The students develop the unique sensibility of the students and directly train the students' skills. The students master the diversity and expressiveness of the artistic language through writing and gradually get

used to depict objects with his own thoughts. It can also accumulate aesthetic experience and enrich artistic expression.

4) *Improvement of aesthetic ability*: "Appreciation of Art Works" is a series of content in preschool education art courses. It is a series of content for preschool education students to understand Chinese and foreign art works and obtain aesthetic enjoyment. Through the appreciation, students can improve their aesthetic ability in the experience, association, analysis and judgment of art works.

B. Changes in Teaching Methods

1) *Drawing ability*: In the children's theme paintings teaching, students can draw with the most familiar life theme with the help of teachers. The subject should be good at excavating aesthetic meaning things from ordinary life, and learn to speak by the image. Consider of the richer life styles and broad ideas of students, teachers can use proposition children's pictures in order to complete the unified guidance and grasp the key points in teaching. Such as the theme of "outing", students can find meaningful plots in life and nature, recall the many experiences and feelings of their own outings. Then start associations, open ideas, choose their own idea of the scenes that are worthy of commemoration of performance and can be drawn into the picture. The work can start from the things that are closest to life, with a careful observe and attention to what happened and things around students, and enrich the performance materials and creative experience of painting.

The creation of the children's picture book is the main course content of the second semester of the preschool professional "Art Foundation". From the first semester's theme stick painting "learning painting" to the second semester's picture book creation "learning compilation", there is a quality of flying over. The teaching aim is to explore the pattern of preschool picture book education through the creation of picture books, to stimulate students' strong picture of children's picture books. Interest, learn to tell stories in the form of painting.

2) *Handcraft making ability*: According to the requirements of the current kindergarten, the unit content is adjusted and more interesting and hand-made works are introduced in the classroom. Through the study and practice of the hand-made skills, students who meet certain conditions can complete the manual work and creation independently, and arrange for the kindergarten environment. It lays the foundation for the design and production of children's play aids and the teaching of children's art. Through the design and production of children's teaching aids, learning and practice, students can design and produce some teaching materials with relatively simple materials, training students' styling, performance and aesthetic ability.

In the hand-made production process, for example, the mask design course. Students learn to design and make props around the performance content, understand the shape, color,

material and other characteristics of the mask. Students learn to know and feel the artistic beauty of the mask and improve their artistic creation ability during the performance process. The teaching aim is to cultivate students' hands-on practical ability, encourage students to pay attention to environmental protection, use waste materials to create, excavate their form of aesthetic design. In addition, it presents the characteristics and aesthetics of the mask in the form of students' self-editing and self-acting, and in the process of its activities, it reflects the students' consciousness of independent learning, innovative and cooperative spirit, and their spirit of diligence, good learning and happy learning.

3) *Application ability*: Art comes from life and is higher than life. The art must be derived from life, and it must be processed and refined to become a good work. Sketch teaching is an important part of children's painting education. Carry out the sketch teaching, training students to observe and feel life with their own eyes and mind to understand the world. The study of modeling and performance has a great help and promotion to the development of students' intelligence, character, quality training; The teaching of sketching can also broaden the horizon and provide rich materials for painting, so as to avoid the passive situation of "work behind closed doors" or "painting without materials".

After the third semester sketch training for preschool professional students, their skills have been greatly improved. In the process of sketching teaching, the students are guided to write out of the classroom, and they develop the beauty of using their own eyes to discover things, using brushes to express beauty and enhance feelings and experiences. For example, "The Scenery Outside My Window" allows students to walk out of the classroom, observe nature, and collect various sketch materials. When it comes to creation, the students are guided to observe individual features and shapes, and then turn to observe different colors, shapes, and patterns, as well as the arrangement, placement, overlap, and hiding between the patterns. As the observations before painting made a sensuous experience, the students showed more colorful paintings.

C. The Innovation of Evaluation Method

There is no fixed standard in the evaluation of art due to the particularity of art. There are also no hard-and-fast rules for the evaluation of works. Students' painting works are different from individual to individual; they can make self-evaluation and mutual evaluation. The evaluation system for the practice of students' internships should be more comprehensive. The content should include art teaching plans, curriculum design, kindergarten regional settings, kindergarten environment creation, and evaluation from gardens, parents and children and increasing the examination of the teaching process by combined with the reform of the credit system. The students' usual scores in the learning process are calculated through student activities, cultural performances, media publications, etc., which occupying a certain proportion of credits. At the same time, there should be some reform in evaluation method, the evaluation criteria will be refined, and the assessment will be completed in

stages, giving students more flexible assessment methods and longer learning creation time to stimulate their enthusiasm for learning and exercise their practical application ability.

V. CONCLUSION

In summary, students of preschool education must grasp both theory and practice to be comprehensive talents of all professional competences. The openness of preschool art courses makes the integration courses of multidisciplinary become possible. As a teaching reform guide of preschool art curriculum teaching, the "three abilities" teaching approach can enrich the expression of preschool art curriculum teaching and making teaching methods more diversified. Students can enhance their practical teaching ability and get several quality design options. With the application of practical inquiry teaching to the art class, the study of the basic knowledge of art forms a well-constructed interaction with the relevant disciplines and get a well reorganized and transformed knowledge structure. At the same time, it promotes students' grasp of the learning process and enhances their overall quality to helps them comprehensively enhances professional skills and professional quality.

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