

An Analysis on the Diversified Paths of Preschool Children's Art Education

Juan Li^{1,*}

¹Shandong Management University, Ji'nan, Shandong 250357, China

*Corresponding author. Email: 340515142@qq.com

ABSTRACT

This research focuses on art education, an important content of preschool children's education, in the current series of issues such as the utilitarianization of educational goals, the adultization of educational content, the modularization of educational methods, and the simplification of educational evaluation. Through in-depth analysis and discussion of educational goals, educational content, educational methods, educational evaluation, etc., it is found that there is an urgent need for preschool education workers to face the characteristics of preschool children's physical and mental development, follow the development law of preschool art education, innovate the concept of art education for preschool children, actively explore diversified development paths for preschool children's art education, and promote the development of preschool children's good artistic perception and artistic creativity.

Keywords: art education, preschool children, diversification, path

I. INTRODUCTION

Art education is one of the important contents of preschool children's education, which is mainly realized through music education activities and art education activities. Carrying out art education in the preschool stage aims to help children improve their artistic accomplishment, and cultivate their aesthetic ability and artistic perception through art education, so as to promote the comprehensive physical and mental development of children. In the practice of preschool children's art education, affected by factors such as the imbalance of regional economic development and the imperfect allocation of educational resources, there are still some misunderstandings in preschool children's art education, which requires people to adjust their concepts in time, actively analyze problems, explore the diversified development paths that can be taken by preschool children's art education, and provide theoretical support and practical guidance for the good development of preschool children's art education.

II. PROBLEMS IN THE PRACTICE OF ART EDUCATION FOR PRESCHOOL CHILDREN IN CHINA

A. Solidification of teaching methods and models

Many kindergartens have unreasonable places in the setting of teaching content and selection of teaching methods for preschool art education related courses. In art education activities, whether in designing teaching

goals or implementing teaching, some teachers will focus on training children's artistic skills, technique and other external performance, lacking scientific courses and teaching thoughts. For example, in the teaching activities of music and art classes, teachers often conduct theoretical lectures or skill demonstrations based on teaching objectives and teaching materials. At the same time, they will pay more attention to the acquisition of external performance skills such as performance and depiction of children in teaching evaluation, but they fail to connect the teaching content with the children's actual life, ignore the children's own perception and thinking of art, and at the same time restrict the development of children's artistic accomplishment. Art comes from life and is higher than life. It is far from enough to provide children with theoretical knowledge and skill training. Art education for preschool children should take children out of the limitations of books and theory, and into life and nature.

B. The teaching process lays particular stress on teachers' dominant position

At present, teachers still occupy an authoritative position in the teaching process of preschool children's art education, and the classroom is still "teachers" classroom. Teachers are absolute leaders and judges, and teaching activities are completely arranged by teachers. Teachers will guide the children to observe, imitate and memorize the pre-prepared teaching materials during the teaching process. For example, in the music class, the teacher will teach the children the

pre-designed dance movements, and in art class, the teacher will make regulations and restrictions on the content of children's paintings, and children need to imitate learning within this range, and they can hardly jump out to think independently and create freely. This kind of "teacher-centered" teaching atmosphere will hinder the development of children's artistic creativity, and is harmful to the improvement of children's artistic accomplishment.

C. The teaching content emphasizes specialization

The object of preschool art education is children. Therefore, respect for children's physical and mental development rules should be the first priority when performing art education activities. However, the current preschool children's art education content is too specialized and presents an adult-oriented tendency for children's learning requirements. For example, some teachers impart music theory knowledge such as the high-low and long-short tone, the singing method of the musical scale, and the duration of the tone to the children in the music class, or lead the children to sing some more difficult adult songs. In the art class, children are required to copy the teacher's demonstration works and guide them to draw "similarly" and "well" in a fixed way. These art education activities, which ignore the laws of children's physical and mental development, are separated from children's interests and life, and make art education activities that are originally provided for children to cultivate their artistic sentiment and improve their artistic qualities into a kind of superficial work, not only ignoring the children's unique artistic understanding and creativity, but also destroying the children's perception of art.

D. The superficial and utilitarian teaching evaluation

The essence of art is aesthetics. Children's art education is first of all aesthetic education. Children's art education that does not highlight the aesthetic essence is not true art education. The art works created by children will reflect their artistic perception and aesthetic feelings, and teachers should give proper evaluation. However, most of the current evaluation systems for preschool children's art education are utilitarian and superficial, which increasingly deviate from the aesthetic characteristics of preschool children's art education. In the eyes of the public, singing should be beautiful, paintings should be very alike, and dancing should be neat and elegant. Therefore, teachers will guide children's art works to cater to the public's vision. This kind of evaluation staying on the surface of art education activities is too superficial and utilitarian, and does not attach importance to children's artistic feelings and aesthetic experience. You can often see in art classes in kindergartens where teachers will give examples, children will imitate, finally the works will

be displayed, children will appreciate each other, and the teacher will praise the "alike" works. This kind of evaluation method that regards "likeness" as the only evaluation criterion, only emphasizes the result rather than the performance of the process, and will destroy the children's artistic perception and independent aesthetic ability.

III. DIVERSIFIED DEVELOPMENT PATHS OF ART EDUCATION FOR PRESCHOOL CHILDREN

In order to do a good job in art education for preschool children, it is necessary to follow the children's physical and mental development characteristics and individual differences, according to the characteristics of different art disciplines, and explore their scientific and reasonable development paths from a diversified perspective.

A. Actively seeking innovation and diversifying educational goals

In the "Guide to Learning and Development for Children aged 3-6" (hereinafter referred to as the "Guide"), in the part of the learning and development goals for children aged 3-6, it puts forward reasonable expectations and educational suggestions on what children should know, what they can do, and what level of development they can generally achieve at the end of the three age groups. Among them, related expressions are made for the goals to be achieved in the field of art education, and it is proposed that teachers need to cultivate children's artistic interests and artistic hobbies. However, in the actual implementation of early childhood art education, it lacks the educational goals in the field of early childhood art based on the physical and mental characteristics of the children, which also leads to the imperfect curriculum system of preschool art education. Therefore, art education for preschool children must first establish correct goals, and formulate diversified educational and teaching goals based on the laws of children's physical and mental development and the critical period of learning.

In preschool children's art education activities, too many utilitarian goals should not be put in the first place. Instead, efforts should be made to create an art education environment that can attract children and is suitable for their development, and design education and teaching goals with reference to many aspects such as emotion, cognition, and ability. For example, in music education activities, teachers should not be too strict with children to complete the singing task of songs like adults, but should guide children to learn on the basis of enjoying and participating in music activities. And only in this way can children really like art activities, and spontaneously participate in art activities, so that children can happily express and create in art activities.

B. Multiple forms should be taken at the same time and the education content should be diversified

The goal of the preschool art field in the "Guide" is expounded from two perspectives: "feeling and appreciation" and "performance and creation". From this, it can be seen that the content of art education for preschool children should start from these aspects to develop children's ability to feel beauty, discover beauty, express beauty and create beauty.

1) *Feeling and appreciation*: In the "Guide", the goal of children's "feeling and appreciation" is further divided into two aspects: "liking the beautiful things in nature and life" and "liking the appreciation of various art forms and works". When elaborating on these two aspects, it mentioned that the thinking characteristics of children aged 3-6 are concrete and vivid. They will have a strong desire to explore everything around them, are easily attracted to things in the environment, and thus generate great interest. Therefore, teachers can start with this characteristic of children and use the things in nature and social environment as the content of art education for preschool children. For example, in music activities, teachers can lead children to sing songs about the four seasons, plants, animals, etc. In art activities, teachers can guide children to paint creatively, thereby assisting children to feel and express all things on earth, and enhance their artistic perception.

2) *Performance and creation*: Children's performance and creativity need to be based on interest. Art education for pre-school children should first establish correct educational goals to enable children to have an art education atmosphere suitable for their development and growth, so that children can truly understand art and are willing to explore and express art. Secondly, teachers should guide children to feel and appreciate beauty in a reasonable environment and atmosphere, and encourage children to actively participate through colorful art education activities, so that children can actively express and create beauty during participation.

C. Comprehensive use of multiple methods and diversified educational methods

According to the characteristics of preschool children's art education, teachers should change the past instillation-style education and teaching methods, convert traditional art skills training into art literacy training, and help children improve their artistic aesthetic and creative abilities. In art education activities, teachers should pay attention to the cultivation of children's self-worth, artistic accomplishment and creativity, and respect children's active performance in art education activities. Regarding how to use diversified teaching methods to

allow children to spontaneously participate in the activities of "discovering, feeling, and creating beauty" to enhance their artistic perception and aesthetic ability, teachers can use the following teaching methods:

1) *Method of demonstration*: Demonstration does not mean that in traditional art education activities, teachers demonstrate paintings and children copy them, but require teachers to design and adjust the order, form and content of demonstrations. For example, in art education activities, teacher demonstrations should be used as an aid to stimulate children's interest, so as to encourage children to choose, reorganize and recreate the demonstration content.

2) *Method of perception*: In art education activities, it is far from enough to demonstrate by teachers. Teachers can guide children to use multi-sensory perceptions before art education activities, which will directly affect children's artistic expression. Therefore, teachers should try to provide opportunities for children to fully perceive and understand the objects to be expressed, so as to guide children to choose their own ways of expression.

3) *Method of discovery*: The method of discovery requires teachers to change the past teaching methods based on demonstration and imitation in art education activities. Teachers should not teach children ready-made skills and techniques, but should provide children with a relaxed and comfortable environment, and inspire them to actively explore and discover.

4) *Method of situation*: In art education activities, the creation of situation should enable children to feel the surrounding environment and atmosphere to their fullest, thereby inspiring their aesthetics and imagination. The creation of the situation can not only arrange the appropriate environment creation according to the teaching goals, but also guide children to experience the rich and colorful humanistic and social environment in nature and society, and can also guide children into the specific situation created by the teacher through artistic language.

D. Facing up to the evaluation of works, and diversifying the educational evaluation

The evaluation of children's art works is an important part of preschool art education. Adopting correct methods for educational evaluation and achieving diversification of educational evaluation will help stimulate children's interest in art education activities and make them feel the joy of success. Regarding how to realize the diversification of education evaluation, teachers can think from the following two perspectives.

1) *The subject of evaluation should change from "unitary" to "diverse"*: In traditional art education activities, it seems that only teachers can evaluate children's art works. Children have always been the objects of evaluation and can only passively accept the evaluation given by teachers. This one-way educational evaluation actually neglects the main role of children in educational evaluation. Children should express their creative ideas for the works of art created by themselves through self-exploration and thinking. When evaluating children's works, teachers should not only be mere judges, but also advisers and appreciators. Teachers can mobilize children's enthusiasm and awareness of participation, so that children can participate in the process of educational evaluation, boldly express their creative ideas, and are willing to comment on other people's works and conduct self-evaluation and mutual evaluation. Teachers can intervene to summarize at the end, thereby realizing the diversification of educational evaluation subjects. At the same time, children can not only carry out self-cognition and learn from each other, but also improve their artistic perception and expression.

2) *The evaluation criteria should be changed from "single" to "diversified"*: Different children have different personalities, and have different views on things, so their perception of art is also different, therefore, they can create different works of art. Such differences should be allowed in art education activities, and children should be encouraged to create works with different forms of artistic expression. In the past art education activities, most of the evaluation standards adopted by teachers were single. For example, in art education activities, teachers often use the "likeness or dislikeness" of the painting as the evaluation standard. This evaluation standard will reduce children's artistic creativity and imagination, and is not conducive to the improvement of children's artistic accomplishment. When evaluating children's art works, teachers can intervene from the perspectives of whether the children's emotions and conditions are engaged in artistic creation, and whether the emotions expressed are full and vivid. At the same time, the diversification of evaluation criteria can be determined by the discussion between teachers and children. Understanding the content that children most want to express through artistic works will help teachers use this as an entry point to evaluate art education.

IV. CONCLUSION

Art education for preschool children is of great significance in the preschool stage, which can not only cultivate children's artistic accomplishment and

aesthetic awareness, but also stimulate children's ability to discover, feel and create beauty. The current practice of art education for preschool children in China still has shortcomings. It is necessary to continuously improve, and actively innovate in the educational objectives, educational content, educational methods and evaluation standards. And attention should be paid to cultivating children's interest in learning art, letting children experience the fun of learning art in a comfortable and relaxing art atmosphere, and striving to create a diversified development path for preschool children's art education, so as to truly realize the value of preschool children's art education.

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