

Little Reflection on the Current Art Teaching Practice in Kindergarten

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Abstract—Children's aesthetic quality education is an important part of their overall development education. It will play a great role in promoting their emotional cultivation, personality cultivation and even the development of their overall quality. There are many deficiencies in the art activities of kindergartens, such as overemphasizing the skills of children's art and viewing children's art works from the perspective of adults, which has restricted the normal development of the art activities of kindergartens; the existing problems carefully and give targeted solutions.

Keywords—Creativity; Skills; Imagination; Personality

I. INTRODUCTION

Art education is the main way to implement aesthetic education. Meanwhile, painting, as an important form of artistic expression, is deeply loved by children in kindergartens. Children use painting to expand their inner preferences and interests, to express their understanding and feelings of the external world. As a guide, teacher in children's art teaching activities should play the role of enriching children's perceptual experience, stimulating their interest in expressing and creating beauty, and making them experience the joy of free expression and creation. So, how to let children master certain painting skills in art activities, and give full play to the main role of them as well, to turn art activities into activities in which children can have free imagination, bold creation and enjoyable experience? Through observation and research, I have found that the following deficiencies are existing in the current art activities of kindergartens.

II. OVEREMPHASIZE CHILDREN'S ART SKILLS

Some parents are annoyed that their children's paintings are not round, square or right. In fact, they didn't take their children's physical and mental characteristics into consideration, and have too high and strict requirements on their children. They overemphasize the application of skills and neglect the cultivation of children's own needs and interests. The lack of recognition will cause children's phobic psychology and learning-weariness mind, which will eventually make children fall into unilateral development. To change this phenomenon, such kind of unscientific understanding must be changed, and we should fully realize that skills are important in children's art learning for sure, but it is nothing but a method to achieve art education goal. Instead of forcing children to grow up too anxiously, to grasp the "skill" too early, children's art activities

are designed to guide them to understand the world and express the world in their own way. The final goal of "teaching" is to achieve independent study. It's necessary for teachers to teach some necessary skills and knowledge so that children can exert their imagination to accomplish creation. But, "the aim of teaching is for independent study", "teaching" is aimed for student's independent and sustainable development.[1] Instead of trying to guess what a child's illegible painting is, ask open-ended questions like, "can you tell me the little secret behind what you're saying? "Or" how did you choose these colors"? In the teaching of painting in kindergarten, teachers should encourage children to draw inferences while imparting skills rather than only teaching skills for skills. For instance, in the "lovely chicken" activity, through the form of the game, firstly guide the children to draw a chicken from an egg, and then encourage and inspire the children: how to draw a chicken eating insects, a chicken with its head up, a chicken's family, or even chicken's kindergarten? Teacher can even tell a story of chicken and watch children's reactions, rather than limit children's mind to one thing. If a teacher is too attached to the results of painting and too nervous about technique, when overemphasizing children's imitation, he will neglect the most precious originality (which children are born with), it is also the kind of state that masters of art such as Picasso have pursued all their lives. Respect the child and do not jump to conclusions, let the child express their own ideas is the most sensible way.

III. VIEW PRESCHOOL FINE ARTS AS PAINTING UNILATERALLY

It's wrong and unilaterally that many parents, or even teachers equate painting with art. In addition to painting, children's art activities also include various manual activities such as clay, paper cut and so on, they are also art forms that are conducive to the development of children's brain, just like painting. Clay has a natural affinity for children, lit is the nature of children to play with soil, light mud is a good substitute for soil, it is sanitary, non-toxic, colorful and reusable. Children also like to do interesting activities that needs hands and brains together, like paper tearing, origami, paper cutting, tearing and pasting, and so forth.[2] As far as this concerned, we should give corresponding guidance and help to the art activities of kindergartens, so as to cultivate children's ability to use a variety of art activities to express .

IV. JUDGE CHILDREN'S ART WORKS FROM THE PERSPECTIVE OF ADULTS

The world that adults feel is real; they believe the real world is what you see with your eyes. While children are different. When they are four or five years old, they believe that subjective imagination is the real existence, that is, they can draw whatever they think in mind, meanwhile they are not skilled enough in controlling the paintbrush, so the children's painting certainly fails to meet the judging criteria of adults. However, they do have the freedom of drawing inaccurately, because drawing accurately is not the ultimate goal of painting, the real significance of painting is to meet the desire and instinct of children to doodle, so as to cultivate their habit of independent creation, and courage to express themselves. We often hear parents judge their children's works, like "the kitten you drew today is really like", "how can you draw it differently from the teacher?" why don't you draw carefully, what are you tearing papers for?"...If we judge children by such criteria, we are making the mistake of emphasizing the result while underestimating the process when guiding their art activities. When coaching children to draw, some teachers will make children draw the same cat 10 times, 20 times or even more times, such kind of practice will seriously damage the physical and mental health of children; Other parents will involuntarily pick up the paintbrush from their children's hands to complete the work for children when they find that the painting is "unlike the real". The children's works have been completed, but because they have not really got the opportunity to practice, they cannot personally feel the pleasure of appreciating beauty and creating beauty, therefore they will also lose the joy of experiencing success. Accordingly, when coaching the child in art activity, we should try our best to make ourselves become the child's adviser, cooperater, appreciator, rather than the substitute of the child, or their fault finder. Some of the works of children may be quite funny in perspective of adult, but such works exactly reflect the child's understanding of the characteristics of things. For example, when being asked to draw a "fruit tree", adults treat it as a tree full of apples or pears for sure, while children may draw a trees full of various fruits, such as bananas, grapes, pears, peaches and even watermelons. Therefore, in the evaluation of children's works, it is not necessary to use the principle of perspective, such as drawing objects in the distance small and things nearby large, cover, etc. The evaluating standard of children's art works is to see whether they have original and imaginative conception, bright colors, natural collocation, childishness, bold painting, personality or not.

V. DEAL WITH PROBLEMS OCCURRING IN THE PROCESS OF PAINTING PROPERLY

Due to the limitations of painting skills, children often encounter various kinds of problems in the process of painting; every problem requires the teacher's careful analysis and serious treatment. For example, some children paint in a single color. Here is a little girl who does not change her pen in the process of painting and use one color from beginning to end, that's yellow. She doesn't change color even when she paints on yellow handmade paper. When you guide her to a different color, she says, "that's what I like!" Faced with this situation,

we can analyze it from multiple perspectives. If it is because of her personality, for example, the child is introverted and prefers yellow, she will insist her own opinion even if being lead to change a color, because for her the yellow is the most beautiful color; but if it is because of painting skills, you cannot say "this color is not good-looking!" "Why do you always use the same color?" "watch carefully how the teacher drew it!" "Change colors quickly!" This will discourage the child in interest and confidence. Some other methods can be adopted to solve this problem, such as designing some activities that are conducive to the application of color in painting, such as "Dancing Pen", namely to make every small pen dance; "Magic Rainbow Flower", that is to see whose color is the most beautiful; "The Color That Can Change", that is to mix three primary colors of gouache into a variety of color, make the child get aesthetic feeling to color, and improve their ability of using color.

VI. LEAVE BROAD SPACE FOR IMAGINATION AND CREATION

Teachers should leave children a broad imagination to create space for the development of children's personality. Children tend to be daring and energetic in artistic creation; they often draw unexpected images for adults. They will paint angry face black, exaggerate father's beard and make it particularly obvious, draw the hand to take things longer than the body -- this is the works created through child's imagination, teachers can not simply judge the children's ideas right or wrong, good or bad. The expansion of the creative space of free imagination can effectively improve the enthusiasm of children in painting, promote their free will and bold expression, and maximize their internal creativity and expression. Only in this way can the colorful brushes in children's hands paint more creative and colorful paintings.

VII. CONCLUSIONS

Now we often say: "life is education", namely that the accumulation of life experience is important in art teaching activities, but the imagination also matters lot, and children's works will lose life without spiritual imagination. Is it necessary to learn skills in art activities? The answer is yes. Imagination is the key to children's painting, but the lack of skills will directly affect children's performance. When cultivating children's observation, creativity, imagination, teachers should teach children effective techniques, such as modeling, coloring, and composition and so on, adjust their comprehensive performance ability. In activities, teachers create a situation, combined story with images, integrate children's thought training with visual expression, arouse children's deep thought with the plot of the story, inspire children's performing desire through vitality of the visual image, so as to make children learn to use the ideas of the "story" to look at the static picture, to develop their flexible, deep and divergent thinking harmoniously in the process of listening and watching, make the child naturally master the content of the study. Isn't this the state of "to achieve teaching through non-teaching"? The real world of children and that of adults are different, the imagination of children is quite amazing, the most difficult part when we carry out art activities is how to open up children's mind, make them fly freely with

the wings of imagination. "Telling pictures" is a good way. Based on the perceptual knowledge given by teachers through the use of various means and the media, children should be encouraged to imagine freely, and express their own ideas. Meanwhile full freedom of expressing should be given to them, the teacher must not say "impossible", "this is wrong" and other words to deny children's ideas, instead teachers should give affirmation, encouragement and appreciation to those creative, especially bizarre ideas, so as to make children believe such whimsical is right, help them cultivate the habit of divergent thinking. Teachers should not force children to accept an authoritative conclusion or their own opinions on art works, or suppress children with their own authority, what they should do is to allow children to have their own exploration. [3]The charm of art lies exactly in that it's unique and colorful; it's not bound by any laws.

As a competent teacher, we should understand that the aim of art education is to enhance children's emotion, cultivate their personality and improve their aesthetic taste through perception and experience. In the process of art education, attention should be paid to the cultivation of children's aesthetic ability and taste. Children's aesthetic quality education is an important part of their overall development of education. It will play a great role in promoting their emotional cultivation, personality cultivation and even the development of their overall quality.

Picasso said: "when I was 14 years old, I was already painting as good as a classical master, but it took a lifetime to learn to paint like a child." Indeed, every child is unique. What we should do is to make them grow up to be the best of themselves in the soil of art. The essence of artistic creation is the expression of sincerity, the expression of individuality, the expression of creativity. Only through understanding children can we understand education.

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