

# Education Research on Children's Art from the Perspective of Psychology

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**Abstract**—Education activity of children's art is an important means for children to know themselves and the world, and a bridge connecting children with the outside world. Education activity of children's art and children's physical and mental development benefit and promote each other in the two-way construction. Children need art education, and appropriate art education activities will promote the harmonious development of children's physical and mental health.

**Keywords**—children art psychology; aesthetic ability; emotional expression

## I. INTRODUCTION

In order to make the object of this study more targeted and realistic, it is necessary to first define the age of children. There are differences in the positioning of education objects of children's art in different periods and fields. In this paper, the positioning of children's ages is mainly referred to by the education circle and the psychological circle. That is, children aged 3 to 12, especially those aged 4 to 9, are the most typical. Children at this stage show unique psychological characteristics in the aspects of emotion, will, skills and cognition, understand, grasp and study the characteristics of children at this stage, respect and conform to the laws of children's physical and mental development, organize and implement a series of children's art education activities, in order to promote the healthy and harmonious development of children's physical and mental. With the changes of The Times and the changes of the environment, the connotation and extension of children's art education have been continuously expanded and extended. At present, what is the connotation of children's art education? It includes painting, sculpture, photography, architecture, appreciation, new media art, installation art, performance art, etc. Of course, it cannot be ignored that traditional Chinese calligraphy, seal cutting, etc., are all included in children's art education.

Under the background that the country attaches great importance to quality education, parents have a strong idea of "not losing at the starting line". They are eager to "aspire to be a child" and have serious utilitarian thoughts, so it is easy to blindly follow suit. Some parents realize the influence of art education on children's emotion, personality and later adult personality and happiness index, and have signed up for art classes for their children. Some children's

art education training institutions have a low threshold driven by interests. Art educators have different levels of literacy. Some art teachers do not understand the law of physical and mental development of children at different stages, and their teaching methods are single, content is loose and evaluation is vague.

## II. INSPIRATION FROM THE RESEARCH THEORY OF CHILDREN'S ART PSYCHOLOGY TO CHILDREN'S ART EDUCATION

The main theories of traditional art psychology research include Pythagoras' "the principle of number", Piaget's theory of the development stage of children's painting. In 1978, the United States "u-shaped behavior development conference" proposed that children's painting is a development process with peak and valley curve changes. In the late 1980s, British and American scholars put forward the theory of multi-axis media representation on the basis of this research. Throughout the research theory of art psychology, "the research of children's art psychology has gone from a single discipline to a multi-discipline, from paying attention to the individual development of children to a wide range of social and cultural fields. The development of children's art psychology is not only directly related to art education, but also has an important relationship with national culture.<sup>[1]</sup>

### A. Children's Art Education Should Respect the Expression of Children's Inner Feelings

Children can express their inner feelings and experiences through different forms of art, so the expression of children's inner feelings should be respected in children's art education. "From a broader psychodynamic point of view, painting reflects the emotions of children." [2] Art is a kind of visual image art, which is different from music, dance and other forms. This kind of art not only expresses the objective world through vivid or implicit images, but also embodies the creation of personality, emotion and unique aesthetic creation. These characteristics of art are very in line with the nature of children, children are more like graffiti or color clay kneading and other forms, in graffiti or kneading to express their own cognition and exploration, self-inner feelings and experience. Art activity is an important means for children to know themselves and the world, and a bridge between children and the outside world. Children's art works are children's memory and imagination, as well as children's

exploration and perception of the world. To a great extent, art has the internal directivity, is a person know, feel, and to understand the expressiveness of narrative, through color and texture, can be directly to understand children's efforts, anxiety and their emotions, but also can explore, children to adapt to the social world and physical world in a way.

Some children can use art forms to find and communicate auxiliary ways of important feelings for themselves and others. They can independently find ways to express their world and experience the happiness brought by their creation in this process. Children with some materials such as crayon, watercolors, the color of mud and pencil characterization of creative imagination, when children find themselves with these materials on drawing paper aplomb magic, they began to pass the ordinary experience, or affecting deep in the heart or are most interested in things, and then characterized into a brand-new have relevance of behavior and thought. For example, for a long time, some three - and four-year-old boys have focused on high-speed railway, viaduct, tower crane and other themes, and the reason behind this is that they have retained the deepest impression and the traces left by the content they are most interested in.

#### *B. Cultivating Children's Good Emotional State and Constructing Children's Aesthetic Psychological Structure*

Children's art education activity and children's physical and mental development are a two-way relationship, children need art education, and appropriate art education activity will promote physical and mental health, harmonious development. Art education plays a decisive role in the occurrence and development of children's psychology, so it is necessary to cultivate children's good emotional state and channel bad emotions in children's art education. On the need of children's emotional expression, to carry out the graffiti, rubbings, play dough and clay model experience activity, guide children made the action of different strength in fine arts activities to release the negative emotions, expressed in art imagination adequately, guidance, emotion, find the confidence and strength, the children into a state of self-education, cultivate children's ability to solve problems. The real purpose of children's art education is to maintain children's nature and cooperate with it according to the different growth needs of children's age stage, give them certain training and help, and make children's internal growth power become strong. In the design scheme, organization and implementation of children's art education activities, it is particularly important to improve children's aesthetic ability and construct children's aesthetic psychological structure. Art education is more important to make every child who has been exposed to education receive the nourishment and infiltration of beauty in the process of hearing and seeing, have certain aesthetic quality, and can examine their own life state with aesthetic vision. Therefore, art teachers should understand children's physiological and psychological mechanism, follow the law of children's aesthetic psychological development, establish appropriate appreciation goals, and respect children's subject status.

### III. EDUCATION CHILDREN'S ART FROM THE PERSPECTIVE OF CHILD PSYCHOLOGY

#### *A. Children's Art Education True Meaning: Respecting Life, Love and Harmony*

"Based on the philosophy of life starting point of children art psychology research, the first concern is the value of the existence of children's life, rather than the value of children for the survival of art. [3] Some children show obvious boredom and rejection after art class for a period of time, and even this kind of emotion lasts into adulthood. As a result of "overdevelopment" and unnecessary intervention, children's physical and mental development rules and personality characteristics are not respected, so that the "beauty" of painting, calligraphy and other fine arts has been damaged to a certain extent. When children are developing the wings of imagination to gallop, art educators with professional "teaching" and too much interference in techniques, children could have presented the color, line and composition, the results were stylized things destroyed, resulting in the children's creation of works presented in the color or composition of amazing similarities.

Children's art education is a spiritual project, not a simple teaching of art skills, not to use the system, concept to constrain children. Children's art education must recognize the value and significance of children as individual lives and the existence of cultural lives. "The lack of love and emotion in childhood is as serious as rickets in children psychologically or physically" [4] to create a education environment for children with love, so that children's life forms are full and creative. Art educators should improve their literacy, make education have fresh vitality, and influence another life with one life; A look, a word will affect the soul and spirit of students.

What is the true meaning of art education? Qian chuxi, professor of art college of east China normal university, mentioned in the article "art education that provides infinite development possibilities for children's future" : "art education that is beneficial to the development of every child" and "art education that is beneficial to social development"." [5] art education should emphasize the children's aesthetic experience pleasant, easy and comfortable and, in turn, to inspire potential, to cultivate creativity, explore its own unique personality, to promote the harmonious development of children's physical and mental health.

In the fine arts education activities, on the basis of respect for and protection of children's nature to give proper guidance and training, for connecting beauty and life, cultivate the ability to listen and be heard, imagination and language organizational ability, practical ability and team cooperation ability is suitable for children's all-round development needs, stimulate the growth of the children themselves. To realize the dialogue between teachers and children, this kind of dialogue is a kind of equal communication. Both sides of the communication can express their aesthetic feelings, understanding and imagination freely and sincerely, and then creatively explore

the beauty, express the beauty, realize the spiritual encounter and communication, and jointly construct the meaning of art teaching and the meaning of life.

### B. Nurturing the Environment and Culture

Let excellent culture engraved in the hearts of children, let the United States long stay incense. The development of children's art psychology and has an important connection between national culture, children in the social and cultural resources and daily life affected by environmental culture, specific cultural environment factors tend to influence the development of painting, sculpture and other art ability, different ethnic and regional culture influence children's cognitive and expression, at the same time also should promote children's emotion, mature personality. The regional art appreciation with natural cultural interaction field, the cultural significance contained in the symbol of traditional cultural art form and the real experience of folk activities will have a profound impact on the development of children's art psychology. Children can easily perceive the artistic temperament of regional art that is free and unrestrained and simple, which is also conducive to the construction of the subjectivity of children's culture. Also makes extensive contacts with the children's classic culture all over the world, and different countries, different nationalities, different times and different regions of art dialogue, and expand the aesthetic field of vision, rich aesthetic imagination, comprehension and expression, improve aesthetic sensibilities and arouse the creativity of potential, at the same time helping children more comprehensive understanding of the art and life, art and culture, the relationship between art and history, etc., the respect and acceptance of multicultural world.

### C. Maintaining Children's Artistic Nature with Timely Art Education Intervention

The Plato believed that "intuition is the highest level of human intelligence". Intuition is especially prominent in education activity of children's art, which is based on the accumulated experience of acquired knowledge and the intuitive feeling of the first impression without sufficient logical reasoning. Intuition is the starting point. It comes into being before concepts. With concepts and techniques to restrain and limit intuition, the door of children's artistic potential will be closed quietly. Education activity of children's art reflects children's intuitive ability. Before many impressions, children will make art creation with proper guidance.

"As a biogenesis, children are born with a kind of congenital 'natural structure' and schema, which are some of the innate aesthetic psychological sense of children." [6] In children's life, order, rhythm, rhythm, harmony and other beautiful factors are congealed naturally. From "chaos" to freedom, children first perceive and experience, then realize the formal beauty and inner beauty, and then resort to hands to express through tools and materials, that is, from "feeling" to "understanding" to "expression". In this process, art teachers should guide the themes, themes and ways of expression, guide the materials, tools and expected results,

and enable children to give full play to their imagination and creativity. In this process, give children more freedom and less interference.

Children's systemic development is unbalanced and inconsistent, and tactile, visual, auditory and other sensory perception is the basis of children's cognitive development. Before the implementation of teaching activities, educators should make full study of children's life growth characteristics, and understand the characteristics of the children's behavior, on the basis of giving specific and effective teaching methods, purposeful creation education, through some art materials and tools for a series of children's ability for the growth of the enlightenment education, cultivate free and independent life main body, consciousness, has the accountability. Children art education activities, often lead children to walk in nature, close to nature, feel the beauty of nature; Shuttle through museums and art galleries to appreciate the connotation and richness of traditional Chinese culture. Children can appreciate excellent picture books and classic video. For example, they can appreciate Hosono Ayako's picture book "a rainbow flower", feel the original rough beauty and gentle and delicate story of the large color and picture in the picture book, and feel the life, sunshine and love in it. Then guide children in the theme, color, material, expression, etc. in the whole process to maintain children's good imagination and creativity. Children can have discussions and express freely the topics they want to convey, the materials they want to use and the emotions they want to express.

## IV. CONCLUSION

To sum up, children are naturally naive. They express themselves and explore the world through some materials and tools. Children's art works can reveal their psychological and emotional expressions. In art education, teachers should respect children's artistic nature, respect children's artistic expression, and conduct art guidance appropriately and timely. Based on the research theory of children's art psychology, children's art education should respect children's aesthetic expression, and teachers should pay attention to the construction of children's aesthetic psychology in organizing and carrying out children's art activities, so as to improve children's aesthetic perception, understanding and expression, and stimulate children's creativity. All education should be the education of love and the education of respect for the individual life. If education is carried out in the environment of love, there will be unexpected results. The purpose of education is to gather and strengthen the internal power of individual life and make the individual life of children develop healthily and harmoniously. Allowing children to have more contact with and collision with multi-culture and regional culture will promote children's aesthetic consciousness and thus promote children's aesthetic creativity.

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