Design of Educational Art Activities for Preschoolers

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Abstract: With the constantly development of social economy, fine art has received more and more attention in people's learning progress. Meanwhile, art, as an important part of fine art education, plays an irreplaceable role. Early childhood is the vital stage for the study of fine arts and promoting toddlers to develop good art capability, which is quite important for preschooler's development. Children's painting should not only be understood correctly and objectively but also need to be given correct guidance. The key to art education for preschoolers is to create a good painting environment for them. Besides, teacher's reasonable and effective teaching method is also a key link in cultivating children's art capability.

Keywords: Preschoolers; Art Education; Current Status

1. Introduction

Preschool children's art activities are one of the most important activity forms in kindergartens. Since people's awareness of art education is increasing gradually, some families begin to nurture children's artistic accomplishment in early childhood. According to the characteristics of preschool children's age, appropriate teaching mode is adopted for preschool children's art education. Preschoolers can express and create themselves and the world independently through the development of a variety of preschool art education activities, and acquire a balance between freely creating and skill training, which is conducive to promoting the development of their creativity, imagination, memory, etc.\[1\] The development of this kind of ability is not only reflected in their paintings, but also more obvious in their creation and painting process.

2. Current situation of art education activities in kindergartens

Preschool children's art education, as an enlightening form of education and learning, is conducive to the better exploration of children's artistic talents. Meanwhile, it can also stimulate children's interest in art learning and cultivate their ability to explore art and practice, playing an important role in children's physical and mental development. Childhood is a critical period for children to form a good artistic accomplishment. However, there are still some deficiencies in the kindergarten art education process. Firstly, there is the lack of attention to children's personality development, and obstacle of traditional ideas to the development of children's nature. Secondly, the neglect of individual in collective art activities results in a decreased enthusiasm and interest in learning. Thirdly, there is a short of teaching of art modeling in art education, which affects children's ability of independent innovation and is not conducive to the cultivation of the potential artistic accomplishment. Fourthly, there is a lack of emphasis on the characteristics of the art discipline and the neglect of the interrelation between different disciplines in the art education.
process. Therefore, there is no in-depth understanding of the interrelation between art education and the whole education system when activities are carried out at the same time, which is not conducive to the development of the education system. Fifthly, there is a short of creative training for preschoolers[4]. For example, a kindergarten teacher draws an apple, then the children followed the teacher and draw an apple. The kindergarten teacher draws two small trees, then the children draw two small trees, as well[5]. As the development of children's thinking is in its infancy, their current creativity needs to get sufficient attention from their teachers[5]. However, teachers pay too much attention to teaching effect and neglect the importance of children's creativity. Lastly, there's a huge gap between imagination and reality. All imagination originates from real life, and it is the same for preschoolers. Their imagination is from real life too. For example, they often draw monsters or aliens that adults can't understand. The young like to imagine freely without any basis. Teachers should not ignore and change children's childish innocence, otherwise it will be an obstacle to the normal development of children's creativity and imagination[7].

3. Researches on art curriculum teaching in preschools

3.1 In-depth understanding of art education in preschools

There are two main points in understanding of preschool art education. The first one is the characteristics of preschool children's artisitic development stage. Through collecting and analyzing children art's works of different age groups, and using multimedia to display them in class, it has been found that children can observe the shapes, colors, spaces and other aspects of all works, express and discuss their views. According to the teachers' analysis of the works, they are encouraged to discuss with each other. In the process of comparison, teachers can better master the characteristics of children's artistic development stage. The second point is the meaning of preschool art education. Teachers can encourage children to discuss works through team discussion to form their own understanding, and enable them grasp the meaning of preschool art education on the basis of teacher's summaries.

3.2 The purpose of art education in preschools

There are many educational researchers at home and abroad proposing various explanations for the purpose of preschool education in children art. It should stimulate children's interest in active learning, rather than blindly tell them the way, which should be prevented in the process of preschool art education[5]. The main purpose of art education is to guide children to gradually enter the world of fine arts. Children need always maintain their lasting interest in fine arts learning. Moreover, their ability to transfer knowledge about the connection between fine arts and life are also needed to be trained to promote the development of good aesthetic and appreciation abilities. Kindergarten teachers can teach their corresponding professional knowledge and skills of fine arts, so that children can initially master painting skills. Meanwhile, they can carry out independent self-creation, continuously making progress in the process of self-creation and correction to strengthen their enthusiasm for fine arts learning and to form a sound personality in the process of continuous progress.

3.3 The design and teaching emphasis of art educational activities for children

The focus of art educational activities for children is the basic framework for the implementation of preschool art education, which mainly includes the cognition of teachers, the cognition of preschool children, the basic understanding of the learning contents of preschool fine arts and the teaching media, and the positioning of preschool children on the value of fine arts education. Firstly, preschool teachers need to have an in-depth understanding of the ways and means of preschool art education for children at home and abroad, and pass on relevant theoretical viewpoints on practical situation. Secondly, it is necessary to understand the development stage of preschool children art's ability and make use of its characteristics to enable them to form a cognition of lines, figures, colors, etc. Thirdly, teachers should make clear their objectives, content selection, organization principles and steps of preschool teaching activities to make teaching objectives operable, integrated and suitable for children's development.
3.4 Evaluation of art teaching activities for children

In the process of art teaching activities, proper physical, intellectual, moral and aesthetic education should be carried out for children. The evaluation of art activities should not only give full play to the effect, but should also put attention on the importance of evaluation. The purpose of evaluation of art teaching activities for children is mainly to stimulate children's interest and enthusiasm in painting, so that they can feel that they are making continuous progress and gradually discover their own abilities and talents[9]. In this case, children can gain the happiness of success, which results in continuous development. Therefore, preschool teachers should adopt positive evaluation methods, give more encouragement and praise to children, and reduce negation and criticism on them. As the evaluation of children art activities is of individualization, it is necessary to improve children's relevant art skills on the basis of protecting their emotional experience. The evaluation of children art activities is also the most important part in kindergarten art activities.

4. Teaching method of preschool art education

The art teaching method is mainly a series of activities produced by the interaction between teachers and children in the art teaching process in order to jointly complete the teaching objectives. The effective implementation of teaching methods and art education courses is of great significance to the teaching objectives of children art. Proper teaching methods can promote children to be more interested in art knowledge and art classes. Meanwhile, art classes are of great attraction to children, and can fully mobilize children's enthusiasm for art learning, and also have a direct impact on children's personality growth. Secondly, preschool art education is mainly aimed at children in preschools, which is different from professional artists training. Children's age characteristics are also different from the starting point of artists' painting. Besides, there are some differences in the perspective and thinking of observing things. Therefore, it is necessary to highlight the emphasis and master the teaching methods in the design of preschool art education curriculum.

5. Conclusion

To sum up, in the process of art education in preschools, kindergarten teachers should strengthen the improvement and innovation of teaching methods and should be good at making art teaching life-oriented. When carrying out the life-oriented reform of art classes, kindergarten teachers should put first priority on the main position of the students and make corresponding analysis on the psychological characteristics and interests of the children. Then, teachers should make effective application in art teaching links according to the analysis results, and constantly innovate teaching methods to encourage children to display their lively and free nature in art classes, and encourage children to display the scenes or things they see in their lives in the form of art. In this case, children can attach importance to the connection between life and art. Since preschool teachers are the guides, promoters and directors of preschoolers, they are of great significance in the education process of preschool children. Therefore, preschool teachers should strengthen their perception ability to help the all-round physical and mental development of children, achieving the goal of healthy growth.

References