

The Enlightenment of Japan's preschool education to China's preschool children's social education

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Abstract: Japan's pre-school education is at the leading level in the world. The success of Japan's pre-school education has a great relationship with Japan's economic development level and Japan's emphasis on education. There are many ideas and methods of pre-school education in Japan that we can learn from. For example, we should pay attention to the mutual penetration of goals in different fields in early childhood education, and attach importance to children's experience in educational activities. The preschool education in Japan not only pays attention to the cultivation of children's awareness and good behavior habits, but also pays more attention to the education of children's survival ability. Through the loose and orderly education environment, children's thinking ability can be well trained, and children's growth and development can be promoted.

Keywords: Japan; preschool education; China; social education; enlightenment

Introduction

Preschool education is an important form of early childhood education in China, but also an important content of international common concern. The quality of preschool education is directly related to children's future growth and intellectual development. In the process of preschool education and development, we can learn from Japan's advanced ideas in preschool education. Since 1889, Japan has formulated various goals to promote children's growth and development, and then gradually improved the relevant laws and regulations, making Japan's preschool education more standardized, which plays a very important role in promoting children's growth and national quality.

1. Analysis of the characteristics of Japanese preschool education

Japan uses legal means in preschool education to provide legal security for preschool education, and also makes the management of preschool education more standardized. Japan's pre-school education is a "two track system". The first track refers to kindergartens. The main group of education is children aged 3-5, which is also the pre-school education institutions for children

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collective organization type, where the department or student team organizes the scientific and technological innovation activities of the students collectively, such as holding scientific knowledge lectures, visiting science and technology exhibitions, etc. When carrying out undergraduate students' participation in scientific and technological innovation activities, they do not blindly seek more innovations, but train them in stages according to their actual abilities. In the content of the students' scientific and technological innovation activities, adhere to the principle of "Grasping science popularization and small production in the third grade, grasping small essays in the fourth grade, and combining the graduation design to grasp the research of invention and creation". The main task of the students is to learn. Not all students participate in scientific and technological innovation activities. We encourage those who have spare capacity and good grades to participate in scientific and technological innovation activities, and encourage students to participate in scientific and technological innovation activities without affecting normal learning. After the third-year students are diverted to professional colleges, a tutorial system is implemented to guide high-grade students to lead low-grade students to participate in scientific and technological innovation activities, with graduation design, practical teaching, and dissertation research as the integration point, to absorb them to participate in scientific research projects

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before receiving formal education^[1]. The other track refers to the nursery, which is mainly aimed at the social welfare institutions of nursery and pre-school education implemented by 0-5-year-old families to take care of children with difficulties. In terms of preschool education system in Japan, the educational method of combining centralized and decentralized management can not only realize the unified management of education, but also enable the local government to realize the autonomy of educational management. This flexible preschool management method not only promotes the development of preschool education in Japan, but also realizes the flexibility and autonomy of educational development, which is of great significance to Japan. The progress of our preschool education has had a very positive impact.

2. Analysis of the educational situation of preschool education institutions in Japan

2.1 The analysis of the curriculum view of Japanese preschool education

In the process of development, Japan is very good at learning from the strengths of other countries. In the development of its culture, Japan has a very strong inclusiveness, which is mainly reflected in the attitude of accepting and absorbing foreign culture, and will carry out the corresponding innovation and transformation of foreign culture, which can be combined with the development of the Japanese nation. In fact, Japan's pre-school education is also learning from the experience of other excellent countries at the beginning. In the process of the continuous development of pre-school education, Japan learned from others' advantages, combined with the development of its own national culture and the needs of national conditions to innovate and improve, and gradually formed its own pre-school education system with national characteristics. From this point of view, Japan is actually a nation that is good at absorbing foreign culture, but has always maintained its own creativity and innovative spirit. Therefore, in terms of preschool education, we can also learn from Japan's advanced education concepts and methods with an inclusive attitude, and make corresponding improvements in combination with China's basic national conditions, so as to promote the continuous development of China's preschool education and serve the people. The overall improvement of quality should be well prepared.

2.2 Characteristics of teaching organization in Japanese preschool education institutions

Japan's pre-school education organization has the following characteristics: first of all, the concept of education into children's life, to develop strict norms for children's life. Japan attaches great importance to the combination of preschool education and life, so that children can develop good habits and physical quality in life. For example, in teaching practice, teachers will implement endurance training and related education for children according to the actual climate change, so that children can play barefoot in the cold winter, wear open leg shorts or skirts, and exercise children's good resistance through cold training. This kind of education concept is unprecedented in China, and the domestic early childhood education will hardly let children receive any harm from the natural environment. When the weather is particularly hot in summer and cold in winter, the kindergarten teaching is carried out in the indoor air-conditioned room or heating room. Therefore, China's education shows the weakness in children's physical quality training. In addition, Japan, as a country of etiquette, has begun to train children in etiquette in preschool education. For example, children should wear different clothes on different occasions, take the initiative to change into slippers after entering the classroom, and bow to each other after meeting with teachers. Although the content of etiquette education has been added to the kindergarten education in our country, the form is still greater than the content in the implementation, and the etiquette education has not really penetrated into the children's ideas.

Secondly, we should give full play to children's creativity in education. Through the children's constitution, Japan stipulates that children should have the ultimate rights in life, and has formulated specific laws and regulations to ensure that children's growth environment will not be restricted. In addition, Japan is a country with a special sense of order. From the beginning of preschool education, children's sense of order is cultivated. Teachers will create a teaching environment full of sense of order for children, but it will not stifle children's creativity because of order^[2]. In such an education environment, every child can truly and freely express himself. Finally, children's education in Japan is mainly based on games. Teachers will use various resources to achieve children's education through different game settings, so that children can enjoy themselves physically and mentally in vivid and interesting game scenes, and also achieve the goal of education.

3. The Enlightenment of Japan's preschool education to China's preschool children's social education

Although our country has strengthened the importance of preschool education, and also promulgated relevant laws and regulations to improve the preschool education system, but for a long time, the importance of preschool education in our country is not enough, many educators and parents still have a lot of blind spots on preschool education, and most parents have not mastered scientific parenting Methods: overindulge children. At the same time, the conflict between school education and family education also makes it difficult for many good education ideas to be effectively implemented. For example, parents are worried about children catching cold and blindly increase clothing, which will make it difficult to implement the cold resistance education advocated in schools. Therefore, the country in the development of preschool education must be through publicity, the whole people are aware of the importance of preschool education, and unified education concept, strengthen the training of preschool teachers and improve the access threshold of preschool teachers, combine the school education and family education of children, improve the physical quality and ideological and cultural literacy of children in an all-round way.

In addition, in the development of pre-school education, we should attach importance to the cooperation among families, pre-school education institutions and regions, and do not simply regard education as the responsibility of schools. Regions can hold early childhood education seminars or parents' seminars on a regular basis to timely understand the problems existing in early childhood education, and carry out the reform and innovation of education methods with the cooperation of society, schools and parents, so as to make early childhood education become an important social problem and enable children to grow and develop in

Original Research Article

A Preliminary Study on the Intervention of Western Oil Painting Creation Imagery in College Art Teaching

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Abstract: With the development progress of modern technology and the continuous improvement of culture, each of us has become more tolerant of artistic expressions. Nowadays, the ways of expression in painting have become more diverse, different ways of expression in painting will converge with each other. Everyone is familiar with oil painting. It is a form of painting that originated in the West. In the process of growing up in our country for more than 100 years, the creation of oil paintings in university art education also has very significant characteristics. This has also determined a correct direction for the formation of the artistic style of the students in the future and laid a very good foundation. So how do we combine the creative image of Western oil paintings and guide students correctly in oil painting creation is very important. Based on my many years of teaching creation experience, I'd like to introduce the preliminary explorations in the following aspects of teaching, hoping to provide very good guidance for the majority of teachers and friends. We all know that the creation of works of art is a very high goal of art study, all the purpose is to make works of art and paintings with ideas come out. Then, this article will start with the enthusiasm of Western oil painting and traditional Chinese painting, it will conduct certain research and exploration of western oil painting creation image entering college art teaching.

Keywords: Western Oil Painting; Chinese Painting; College Art Teaching

1. The connection between western oil painting and Chinese painting in art education

I remember that a very famous Chinese oil painter Wu Guanzhong, once he said that although the typical Western painting display method is very suitable for us to copy and refer to, but if we want oil painting to be accepted by the people, we will It should be the interweaving and fusion of oil painting and Chinese painting, so that oil painting also has a certain frehand feeling. However, in our typical painting education in colleges and universities, we always pay more attention to cultivating students' traditional oil painting creation methods and we hope that students can quickly learn the overall structure of paintings and the colorful changes of colors. However, we have to measure between the two. On the one hand, we need students to understand the creative methods of Western oil paintings. On the other hand, we should also let them understand the rich cultural heritage of Chinese painting^[1].

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an all-round educational environment.

Conclusion

Japan's preschool education starts much earlier than China's preschool education, and develops very fast. Japan's preschool education has a lot to learn from. They attach importance to preschool education, combine preschool education with children's life, guarantee children's safety and respected rights through the construction of laws and regulations, create a good atmosphere for children in education, and promote the cultivation of their independent ability and innovative spirit. These are worthy of our in-depth thinking, and learn from its successful experience in the development of China's early childhood education, so that China's early childhood education can also further.

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