

Analysis on the Environmental Creation Strategy of Creative Art Characteristic Activities in Kindergartens

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Abstract: Art activity is one of children's favorite activities. It is also the most conducive to inspire children's creative imagination and creative thinking. It is also the basic teaching activity in kindergarten curriculum. Environment is one of the most important factors in kindergarten development. However, there are some problems in the process of kindergarten development because teachers do not understand the concept of kindergarten environment very well. Art education plays an important role in the cultivation of children's creativity. Teachers should enrich their perceptual experience and aesthetic taste, and encourage young children to boldly express their feelings, understanding and imagination in different artistic forms. Art is one of the best ways to cultivate children's creative thinking. Kindergarten art education can well undertake the important task of children's intellectual development and innovative ability cultivation. This article will analyze the optimization methods and strategies of creating the environment for kindergarten art special activities, which provides favorable conditions for providing preschool education for children.

1. Introduction

Art activity is one of the basic teaching activities in kindergarten curriculum. Art activity undertakes the task of cultivating children's sensibility, expressive force and creativity to beauty, and it is also an important way for children to express themselves [1]. Kindergarten characteristic activities refer to the process in which kindergartens implement a certain plan purposefully and in a planned way in order to highlight their advantages, based on the combination of the park's advantageous resources, parents' needs and children's experience [2]. The environment is one of the most important factors in kindergarten's composition, which will directly affect children's education. Therefore, strengthening the optimization of the environment plays a very important role in ensuring the quality of preschool education for children [3]. Art education plays an important role in the cultivation of young children's creative ability. Teachers should enrich their perceptual experience and aesthetic appeal, and encourage young children to express their emotions, understanding and imagination boldly in different art forms [4]. Children's ability to express themselves is limited. Painting and hand-made art activities become a tool for expressing their understanding of the world. They are one of the children's favorite activities and an indispensable part of children's life. This also makes art activities most conducive to the development of children's imagination and creativity, and is most conducive to inspiring children's creative imagination and creative thinking [5].

The sustainable development of society depends more and more on the number of first-class creative talents. Creative talents are the driving force for social advancement [6]. The environment is an important resource for kindergarten education. In the process of starting a kindergarten, kindergartens must make full use of environmental factors to promote the development of preschool education and promote their development. Art is one of the best means to cultivate children's creative thinking. Kindergarten art education can bear the heavy responsibility of children's intellectual development and innovation ability [7]. Environmental factors include many and are the sum of all resources that kindergarten education can carry out. In real life, many people understand

the kindergarten environment too one-sided, focusing only on the material environment of the kindergarten and ignoring the human factor [8]. Art activities are isolated from other educational activities, and the connections between various teaching activities are sparse, resulting in the disjunction between children's experience and experience, leaving children no room for imagination and creation [9]. In order to create a good teaching environment for young children, it is necessary to optimize the problems existing in the creation of kindergarten environment and formulate corresponding strategies.

2. Creating a Unique Environment

Compared with the routine activities in kindergartens, the characteristic activities are significantly different in content, environment creation and development methods. In the preschool stage, kindergarten is the main place for children to study and live, and its environment arrangement will directly affect children's physical and mental development. Environmental factors are composed of two parts: material environment and human environment. The material environment in the area refers to the sum of environmental factors observed by naked eyes. There are differences between the specific goals of characteristic activities and those of routine activities, but we should also make it clear that the ultimate goals of the two activities are the same, both of which are to promote children's all-round development. Few kindergartens attach importance to the construction of their humanistic environment, which leads to many malignant events. The neglect of the construction of humanistic environment has become a common problem in many kindergartens [10]. In art activities, whether children can boldly develop their creative potential, actively participate in creative thinking in the creation of art works, and whether they can present original works depends on whether we carry out reasonable teaching activities according to our goals.

When creating the environment of characteristic activities, kindergartens should not only proceed from reality, but also make full use of the surrounding environment according to local conditions. Children's autism, mental and motor retardation, language retardation and other problems must require professional training. And the earlier the diagnosis, the earlier the training, the stronger the intensity and the longer the training time, the better the effect of parents' cooperation. The social life ability of the two groups of children after intervention is shown in Table 1.

Table 1 Social life ability of two groups of children after intervention

Group	Independent life	Motion	Contact	Collective activities	Self management
Control group	33.47	22.55	26.32	33.62	19.55
Intervention group	34.88	21.97	28.83	29.71	26.21

Creative activities in early childhood often begin with thoughtless actions, which occasionally trigger creative motives in the process of confused actions. The characteristic activities of kindergartens are mostly formed and developed under the influence of local customs, traditions or neighboring community culture. When children's favorite games and art meet, it can naturally effectively stimulate children's interest and enthusiasm to participate in art activities. Compared with traditional art, thematic creative art activities adopt game-based guidance strategy, aiming to guide children to actively participate in the creation. Kindergarten is the main carrier for children to carry out various activities, but we should also see that the small size of kindergarten and lack of characteristic resources also restrict the development of many characteristic activities. At present, in the process of creating environment, most kindergartens are based on visual stimulation, ignoring children's inner feelings and failing to give full play to the function of environment in promoting children's growth. With the accumulation of knowledge and social experience, children's creations are no longer centered on personal values, but are gradually related to social life.

3. The Design of Creative Art Activities in Kindergarten Environment Creation

3.1. Objectives of creative art activities

Language is the external expression of thinking, which promotes the development of thinking in

the process of language expression. The development of children's language can reflect the level of thinking development to a certain extent. In teaching activities, teachers should be guided by the principle of taking children as the main body, pay attention to the differences of different levels, interests and abilities of children, and correctly inspire children to create independently. Early childhood is the best stage for children to learn. During this period, they are curious about everything. If kindergarten only produces good stimulation to children in visual environment, it can only promote children's growth from sensory aspect in the end. Openness in space can not only expose children to rich and colorful external environment, but also promote interaction between children and talents and professionals in various external fields. In the process of education, because children are at the stage of mental development, there may be deviations in the execution of kindergarten teachers' words. The world of children is different from that of adults. They have not been blinded by the fixed way of thinking.

Life is the source of artistic creation, and children's life is all the sources of children's artistic creation. When analyzing the effects of various treatments, interventions and preventive measures, sophisticated multi-level multi-factor correlation analysis, clustering, factor analysis and other advanced statistical analysis methods are often used to find the causal relationship between various factors. To test the changes in the accuracy rate of children's psychological and behavioral health care under different integration scales. The average value is taken as the final classification accuracy. When constructing the base classification, the storage and time overhead allowed in the actual application should be comprehensively considered to select the appropriate integration scale. As shown in Figure 1.

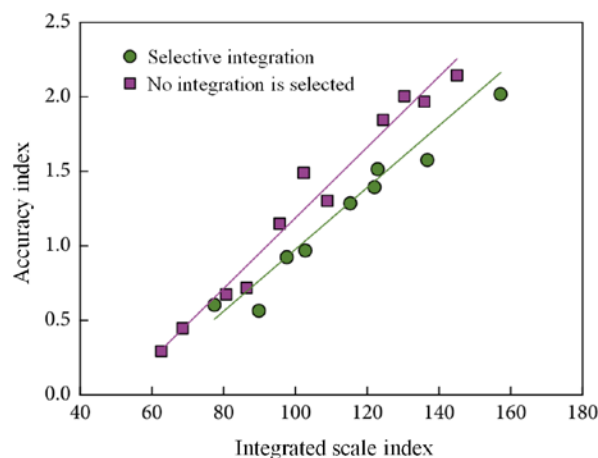


Fig.1. Effect of different integration scales on the operation of children's psychological behaviors

3.2. The design principles of creative art theme activities

Appropriate theme can divert children's thinking, enrich children's understanding and perception of the core issues of the theme, thus creating three-dimensional and vivid creative art works. If the number of sensory organs involved in collecting environmental information increases during the growth and development of an individual, the more types of information resources he collects and the better his ability to understand things. Because kindergarten teachers are already at the stage of mental maturity, they can associate various senses through the physical environment. However, this process is still unable to establish such a connection for the students in the early childhood stage, so the collection of information by vision alone cannot meet the all-round development of children. In order to realize the all-round development of children's body and mind, if only visual organs collect information, it is far from meeting the needs of all-round development. Curiosity is the primitive instinct that drives young children to explore the world. They lose their interest and desire to explore things, and creation is out of the question. If children are interested in the activity process itself, they will be able to participate in and participate in it more actively and enthusiastically, thus satisfying their emotions.

4. Conclusions

Environmental creation has become an important part of kindergarten teaching, but so far, many kindergartens have not really realized what the real meaning of environmental creation is. This paper analyzes the existing problems and reasons in the process of creating kindergarten environment, and puts forward targeted optimization strategies, which have important reference value for better improving the role of environment in children's teaching. Theme activities should be properly carried out and the regional activity environment should be divided so that children can connect games with real life in theme activities and get more learning. In the process of environmental creation, various problems have arisen, which is not conducive to giving full play to the role of environment in early childhood education. When children encounter difficulties and doubts in exploring, teachers give guidance and support. Good psychological environment plays an irreplaceable role in children's enjoyment of activities. Teachers can make appropriate adjustments to teaching activities so as to make them more closely linked and clear in theme. In this way, children's experience gained in thematic activities can also be increased hierarchically, which is helpful to the logic and creativity of children's thinking.

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