

Research Strategy of Creativity and Imagination in Preschool Art Education

Liu Qian

Kaifeng Culture and Tourism School, Kaifeng, Henan, China

Keywords: Preschool Art Education, Kindergarten, Thinking Development, Creativity

Abstract: Preschool art education is one of the important teaching contents of preschool education, which plays an important role in the cultivation of preschool children's creativity and imagination. However, influenced by the traditional educational thoughts, preschool art education in China has become an important factor restricting the development of preschool children's thinking. In response to this problem, we are required to reorganize the goal of preschool art education and strengthen the study of preschool art education strategies, so that preschool art education can play its due role. So this paper analyzes the importance of preschool art education to cultivate children's creativity and imagination, and sorts out the problems of current preschool art education, and then puts forward the feasibility strategy of cultivating children's creativity and imagination in preschool art education.

1. Introduction

Pre-school art education is not only a course in pre-school education, but also an effective way to cultivate on the students' thinking and promote students' creativity and imagination, especially in the context of current quality education, the comprehensive development of students' quality has become the focus of education. In this regard, preschool art education should also focus on the core task of quality training, and constantly explore more effective ways to enhance the students' creativity and the strategy of imagination, so the children can get better thinking enlightenment in the pre-school stage.

2. The Importance of Preschool Art Education in Cultivating Children's Creativity and Imagination

According to Gardner's theory of multiple intelligences, people's intellectual talents are diverse, so different people can exert their ability to surpass others in different fields through the guidance and development of the day after tomorrow. The process of development of multiple intelligences is a process of free development of human beings. If people are affected by some factors in the process of growth, their potential cannot be fully developed, which will lead to the killing of human intelligence. For the children in the pre-school education stage, their thinking is at the initial stage of development and there is no fixed thinking mode and thinking method, and the thinking is very active. Therefore, the education at this stage should be based on enlightenment and pay more attention tin maintaining the students, because the activeness of thinking enables young children to develop their abilities in learning and playing. Preschool art education, is an educational content that combines creativity, abstraction and figurativeness, can not only enable the children to create from reality, but also connect the reality with their own imagination, so the children's thinking can freely be developed. In addition, pre-school art education also incorporates the various elements such as aesthetics and culture, which can enable the children to get the beauty and culture in the process of practice, creation and learning, which also helps the children to master the correct aesthetic in life and study in the future and thinking faculty, as well as forming a healthy perception of the concept, which can be said that the cultivation of children's creativity and imagination in preschool art education is an inevitable requirement for the development of preschool education.

3. The Current Problem in Preschool Art Education

3.1 There is a Deviation in the Setting of Teaching Objectives

Preschool education is an important educational enlightenment stage for young children, the main task of this stage is to enable the young children to form a correct understanding of the objective world, to also form a good habits and behaviors, and to promote the free development of their thinking. Therefore, the focus of this stage of education is not on how much knowledge and skills are taught by young children. However, at present, the preschool art education work of many kindergartens in China is still based on the teaching of children's basic painting techniques. The "images and dissimilarities" of children's hand-made or painted works are the criteria for judging, which seriously affects the students' creativity and the free development of imagination has made many children's talents stifled in the early cradle.

3.2 The Lack of Rationality in Teaching Methods

The children in the pre-school education stage are at the stage of enlightenment, and their cognitive ability, language ability and ideological concept are still in the most basic development stage, they also lack the basic cognition and basic learning ability, so the education of children at this stage have great differences with the education work at other stages but the actual education should be based on play, fully cater to the nature of young children and respect which is the law of human growth. However, in many kindergarten preschool art education, the teaching methods of the teachers seriously violate this law, and some of the teachers still uses Linyi as the main method of preschool art education, while some teachers combine play and study in teaching, but they still lack the purpose of student creativity and imagination development based on pure play and not on the effect of cultivating on the students' thinking, because the problem in these teaching methods also constrain the development of students' creativity and imagination.

4. Feasibility Strategies for Cultivating Children's Creativity and Imagination in Preschool Art Education

4.1 To Enrich the Teaching Methods and Stimulate Students' Creativity and Imagination

In pre-school art education, teachers must be aware that the results of early childhood learning are not important, what matters is the whole process of participation in their own hands and thinking. In this regard, kindergarten teachers should adopt a diversified teaching methods in art education in order to mobilize the enthusiasm of children's participation, so that the children can freely exert their creativity and imagination in the process of participation, and thus promote the development of their own innovative thinking. On the one hand, teachers can introduce the method of situational teaching, construct a situation for children in the classroom around the content to be taught, and then let the children express the content they want to paint and produce through their own imagination in the context, and finally make their creativity and imagination.

For example, in an art class about animals, a teacher can construct a scene of an animal party for the child, and then the child chooses a familiar animal to perform the animal's form, call or depict the color of the animal in the classroom, so that the child will actively think about the animals that you know, and then imitate according to your own imagination. Finally, the teacher will let the children create their own imaginations and observations by showing the animals the relevant animals, so that the children's imagination can be exercised. It is also easier for the students to create a colorful paintings. On the other hand, teachers can introduce problem teaching methods into art teaching. For example, in the teaching of birds, the teacher can ask the child "What color do you think the bird is?" "Why is it this color?", and then let the child draw what he knows according to his own imagination. The bird, and then the child himself tells us why the bird he painted is this color. Because the thinking of young children is unrestrained, there will be works of various colors in the classroom, but no matter how the children paint, as long as it is the result of his imagination, teachers should give encouragement and praise, so that the creativity of young children can be The

imagination is fully motivated.

4.2 Pay Attention to the Reality of Connection and Cultivate Children's Observation and Creativity

Children in pre-school education have their own understanding of the objective world mainly from daily life, and because of their strong figurative thinking, they have a strong impression of what they hear and see in life, so they are in pre-school art. Teaching should also focus on connecting with real life, so that children can get inspiration from their own life and further develop their observation. For example, in the teaching of paintings related to automobiles, teachers can explain the knowledge of some related cars in advance according to the content of teaching in the classroom, such as the wheel, front and door of the car, so that the children have a basic understanding of the car. Secondly, teachers use multimedia technology to show children a variety of cars that are common in their lives. Because these children have basically seen them in their lives, they are very familiar. Finally, the teacher can guide the students to observe the similarities and differences of the various vehicles displayed, and let the children create a car of their own based on the car they observe. In this process, on the one hand, the direction of children's observation is relatively clear. On the other hand, children can create their own freely in combination with the cars displayed in the classroom display and daily life, and build themselves according to the wheels, fronts, doors and other parts explained by the teachers. The car, so that children can get a steady stream of creative inspiration from the car in their lives, but also enable their observation to be effectively trained, and ultimately achieve the purpose of training their thinking.

4.3 Building a Teaching Model around the Creativity and Imagination of Young Children

At present, the content of preschool art teaching mainly includes the study of knowledge theory, the creation of works and the appreciation of works. These aspects of teaching content can play a certain role in promoting the development of children's thinking in preschool education. However, due to the deviation of the teaching objectives in traditional teaching, it is impossible to form an effective cooperation between the three items to achieve the purpose of "1+1>2". Therefore, in the modern preschool education work, teachers must construct an effective teaching mode only around the goal of children's thinking creativity and imagination training, and connect theoretical learning, works creation and works appreciation. First of all, the study of painting knowledge theory should focus on understanding, reduce the proportion of classroom teaching time, and let the children strengthen their understanding of knowledge theory in the process of hands-on creation. Secondly, the appreciation of works should be based on the free play of young children. As long as there is no obvious deviation in aesthetics, teachers should encourage young children. At the same time, more works that children's own creations should be placed in the appreciation of teaching for appreciation. Finally, children's self-creation should be carried out in various content teaching, thus providing children with more imagination and creativity to exercise opportunities.

References

- [1] Tian Yuxin. Analysis on the Cultivation Strategy of Creativity and Imagination in Preschool Education Art Teaching [J]. Art Education Research, 2018(24): 147.
- [2] Lu Mo. Research on the Cultivation Strategy of Creativity and Imagination in Preschool Education Art Teaching [J]. Popular Literature, 2017(24): 175.