

Research and Practice on the Innovation of Teaching Methods of Art Skills in Preschool Education

Aihui Song

Shanxi Xueqian Normal University Xian, Shanxi, 710100, China

516587823@qq.com

Keywords: Preschool Education Major, Fine Arts, Teaching Methods, Innovative Teaching Strategies.

Abstract: Preschool education major is a strong specialty in secondary colleges and universities. in preschool education, fine arts is the education to cultivate students' imagination and creativity, which plays an important role in the intellectual development and potential development of preschool students. With the gradual development of the new curriculum reform, the teaching and curriculum of art specialty is also full of vitality in the innovation of keeping pace with the times, and puts forward new requirements for teachers' professional and innovative ability. In this paper, the development status and problems of art teaching in preschool education are analyzed.

1. Introduction

Preschool education is the beginning of lifelong learning, is an important part of the national education system, but also the most important social welfare undertakings. At present, various educational policies have been introduced in China to strengthen the development of education, and the major of preschool education has also been preliminarily developed. However, the discussion of teaching methods of courses related to this major has become the focus of research.

2. Development of Art Teaching in Preschool Education

2.1. Weak Student Base

Many students have knowledge of art before entering school I don't know much, I don't know, I don't know Art The teaching work brings great pressure, which makes it difficult for art teaching to achieve the expected effect, which is not conducive to the promotion of the overall level of art teaching in preschool education.

2.2. Old Teaching Concepts

Being hindered by the old teaching mode, the art class is lack of interest at present, the watering teaching lets the students'initiative in the classroom wear out, and the students form the lazy and rigid bad behavior habit little by little[1]. Such a single teaching method led by teachers cannot adapt to the current development of art education, need to innovate the teaching concept in time to improve the teaching method.

In the process of art teaching, many teachers think that only teaching painting can become a good art teacher. However, not paying attention to the teaching mode in the actual teaching, wasting a lot of energy its effect is not obvious, it may also dampen students'interest in learning art. This kind of spoon-feeding teaching can easily destroy the students'own learning style and habits, neglect the personality education, and value the explanation and standard of the art teacher. Art teachers only use their own way to carry out the teaching, students will focus most of their energy on the mechanical imitation of things on the level, and failed to implement the specific serious creation.and Later The finished product the students painted lacks individuality, vitality and creativity specific as shown in Figure 1.

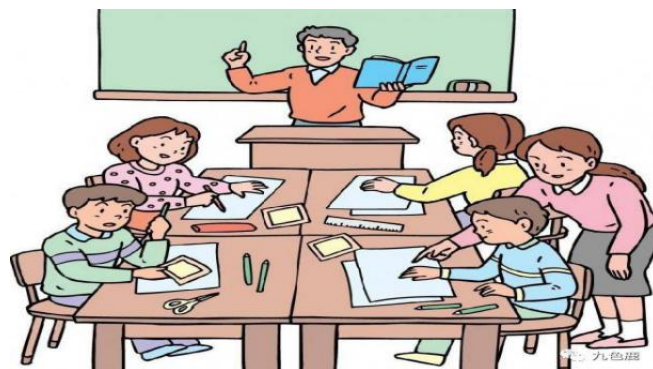


Figure 1 Feeding teaching

2.3. Separation of Teaching Content From Practice

The teaching content of art courses in some schools is relatively single, all of them are teaching around teaching materials, and they are not combined with the actual implementation of teaching. In the long run, this kind of teaching method will make the theory out of practice, the students cannot master the fine arts to use the details and skills to deal with the method, resulting in the lack of vitality of art works. The most important part of the art preschool education course is that the teaching content is too strong, the time of the art class is less, and the teaching staff is deficient.

3. The Existing Problems of Art Education in Preschool Education

3.1. Student Quality

Apart from individual talented students, most students have a poor art base, especially in Enshi, where the majority come from rural areas. The nine-year compulsory education stage did not complete the art class, also did not have the specialized art teacher Education, which leads to Students The foundation of art is insufficient, the teacher's teaching difficulty coefficient becomes bigger, and the method is not easy to master[2]. In addition, the students themselves are relatively narrow, a lot of knowledge do not know the dog thoroughly, do not understand, especially in the art operation, completely do not have hands-on ability, such as hands-on pottery and clay sculpture.

3.2. Teacher Education and Teaching

Now most of the art teaching methods of preschool education in secondary schools are: the teacher first draws the model map, the students follow the teacher to study, then the teacher carries on the individual instruction, then the teacher evaluates the students how well," the image of the painting, the painting is very good "is The only criterion for evaluating the excellence of students' paintings[3]. In this way, the students lack of self-cognitive experience and feelings, and have completely lost their ability to feel virtue and to recognize, create and imagine things.

3.3. Curriculum and Materials View

Many teachers think that art curriculum and art basic skills and art knowledge are equal, textbooks are only a container of skills and knowledge, from then on the mechanical treatment and use of teaching materials, and now some schools have a variety of pre-school education specialized art teaching materials, teaching activities are simply to teach the content of the textbook to the students, the lack of development of curriculum and the generation of curriculum concept. Lack of creative teaching.

4. The Innovative Teaching Methods of Art Education in Preschool Education

4.1. Construction of Strong Chemistry Pre-Education Specialty Art Curriculum

In order to divide the art education of preschool education and the specialized courses of specialized art colleges and universities, it is necessary to establish the contents of color manual

drawing, students'art creation, sketching, school district environment construction and school art activities design, to establish a practical teaching plan, to have certain teaching contents, requirements, tasks and goals, to the students'requirements should not be too high, and the difficulty coefficient should not be too big, mainly to understand the students'basic ability of art education at the painting level, to use some art forms to let students carry out aesthetic imagination, to experience the interest of painting, and to receive good education in the process of art practice, so as to promote their aesthetic ability and creative ability to improve significantly.[4]. It is necessary to gradually strengthen the standardization of art education courses, implement planning at the level of progress, examination and class hours, integrate art education into specific teaching plans, and plan classroom teaching, so that students can have a comprehensive grasp of art knowledge. It is also necessary to change the teaching mode, to be good at playing the important role of the classroom in art education, to improve the efficiency of the classroom, and to focus on the cultivation of students'noble moral quality, interest in art and creative ability in art.

4.2. Changing Past Teaching Patterns

In China, the basic art teaching mode is to teach the basic theoretical knowledge in the classroom, and then implement the demonstration. Carry out individual instruction again, carry out comment finally. The previous art teaching model has been proved to be effective, but also achieved certain teaching results. However, in the rapid development of the times today, this old art teaching model has been unable to meet the needs of students, whether teachers or students, communication in the classroom will be unsatisfactory, because some students have a relatively weak art base, resulting in the lack of participation in communication[5]. In this way, its own ability will not get the corresponding improvement and exercise. Therefore, the school needs to establish some teaching methods according to this phenomenon, and the interior design of the classroom needs to carry out the simulation arrangement according to the kindergarten environment, which will make the students realize the system layout structure of the kindergarten environment in the school, and carry out the practical operation, so that the students can strengthen their practical ability as shown in figure 2.



Figure 2 Hand-drawn

4.3. Develop Students' Art Skills

In addition to improving students'professional knowledge and skills, we need to gradually give them this concept, which is very important to them. Therefore, it is necessary for students to accept the influence of beauty and enhance their ability to understand beauty, create beauty and discover beauty[6]. Form the fine personality beauty in the art education, encourage them to pursue the good things in life and create enthusiasm for the good life, and ask them to pass on the aesthetic education culture. In its practical teaching, in addition to teaching methods, but also to appropriately enhance some of the art of painting art hands-on creation links, such as the conventional art class basic skills, new techniques, new materials of art innovation practice as shown in figure 3.



Figure 3 Handmade

4.4. Changing the Concept of Education

The preschool education art teaching is a kind of teaching activity which imparts the fine arts skill and the fine arts knowledge to the student, the teacher should start from the traditional thought, vigorously changes toward cultivates the student to the beauty perception, the understanding, the individuality comprehensive development teaching idea[7]. In its teaching, try to integrate the course content and art teaching together, combine the theoretical knowledge with the practice, and turn the knowledge on the teaching material into practical knowledge.

4.5. Improving the Professional Quality of Teachers

Professional teaching teachers with strong quality are also the main conditions to promote the development of art course teaching. Because of the gradual improvement of art course teaching, it is necessary to start from improving teachers' professional quality. Art teachers must have professional skills, which can truly achieve the effectiveness of quality education, but also excellent completion of the basic conditions for each teaching task. As a professional art teacher, it is necessary not only to carry out more in-depth and assiduous art and technology research, but also to have a wide range of humanistic knowledge[8]. In the deep heart of the students, teachers are erudite and talented, art teachers in the process of communication with students, it is very likely to meet the students raised many difficult problems, enough knowledge can better meet the students' desire for knowledge, but also better meet the needs of quality education and curriculum reform in the future. Art classroom also needs to change the classroom teaching "teaching" into the students active learning ability "learning ", need to pay special attention to the students' performance in the classroom. However, the quality of students performance, or need a reasonable organization of teachers. Therefore, teachers need to gradually create innovative art teaching methods, so that students have more opportunities. Professional art teachers are not only communicators, but also guides.

5. Conclusion

All in all, with the continuous development of society and the improvement of living standards, people pay more and more attention to education. Under the new tense of increasing educational institutions, art teachers should adopt all available methods to improve their own teaching level and cultivate inheritors with high ability and high quality.

Acknowledgements

Shaanxi Preschool Normal University 2019 school level teaching reform research project "research and Practice on innovation of teaching methods of art skills courses in preschool education" (19JG027Y)

References

- [1] Liu, Na. A probe into the cultivation strategies of creativity and imagination in art teaching in preschool education. *National Common Language Teaching and Research*, no. 8, pp. 111, 2019.
- [2] Satellite, week. The penetration of excellent traditional culture in art teaching in secondary vocational education. *Art Literature*, no. 8, pp. 96-97, 2019.
- [3] Li, Fan. Expansion of printmaking art in art teaching in preschool education. *Science Popularity (Science Education)*, no. 9, pp. 134, 2017.
- [4] Rumo. A probe into the cultivation strategies of creativity and imagination in art teaching in preschool education. *Popular Arts*, no. 24, pp. 175, 2017.
- [5] Lin, Meng. A probe into the cultivation strategies of creativity and imagination in art teaching in preschool education. *Contemporary Tourism*, no. 22, pp. 132, 2018.
- [6] Zhang, Anmin. On the Significance of Creative Art in Art Teaching in Preschool Education. *Exam Weekly*, no. 90, pp. 170, 2017.
- [7] Zhou, Jun., Dong, Xue., Du, Jinshan., et al. Art teaching creativity and imagination training in preschool education. *New Education Age Electronic Journal (Student Edition)*, no. 16, pp. 54, 2018.
- [8] Zhang, Rui. The significance of creative art in art teaching in preschool education. *Art Education Research*, no. 14, pp. 125, 2018.