

# *Study on the Reform of Practical Teaching of Art Courses for Preschool Education Majors in Applied Undergraduate Colleges and Universities—Taking Xi'an FanYi University as an Example*

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**Abstract:** In the practical teaching of art courses of preschool education majors in applied undergraduate colleges and universities, how to cultivate students' interest in learning, improve their ability and cultivate their feelings? To find the form that meets the pursuit of beauty of preschool education majors, and to take a variety of practical art education and aesthetic education to achieve quality education is one of the important goals of the preschool education major teaching nowadays, and it is also the significance of the reform of the practical teaching of art courses in applied undergraduate colleges and universities. The art course of preschool education is a form of artistic creation and expression, and it is also an important way to cultivate children's art creativity and noble personality quality in the future. The article takes the reform of art course practice teaching as the research object, researches 198 preschool education majors, takes the art teaching practice of Xi'an FanYi University as the real case, through designing different types of art practice creation activities, elaborates in detail how to let the students discover the beauty, feel the beauty, express the beauty in practice, improves and enriches the students' theoretical knowledge of art, improves the professional quality, and provides a reference to strengthen the quality of art of the students. It provides reference suggestions for improving the teaching quality of art courses in preschool education majors.

## **1. Introduction**

Aesthetic ability refers to the ability of the aesthetic subject to consciously appreciate the aesthetic object with his own life experience, artistic cultivation and aesthetic interest, and to obtain a sense of beauty from it. With the progress of society and the improvement of people's living standard, parents pay more and more attention to their children's education, and start to cultivate their children's interests and hobbies in various aspects from early childhood.

Preschool education majors mainly train teachers for kindergartens, which puts forward new requirements for the aesthetic ability of preschool education majors in applied undergraduate colleges. The art course of preschool education majors should put the improvement of students'

aesthetic ability in the first place when teaching. Therefore, the construction of art practice teaching system for preschool education majors is also extremely important, and the perfect art course teaching reform is an important way to cultivate the ability quality of professionals and an effective way to accelerate the development process of preschool education majors.

## **2. Introduction to preschool education major**

Preschool education major, mainly cultivate preschool education personnel, students need to be able to design the kindergarten curriculum, with strong ability to engage in preschool education [1]. Through the systematic education of students, students can be engaged in preschool education and management in modern kindergartens, other preschool institutions and other fields when they enter the preschool education industry in the future, which is also the goal of the preschool education major in personnel training.

Among them, the art course and its practical teaching mainly cultivate students' ability of pre-school art education, so that young children can have the ability of discovering and expressing beauty through art learning, and promote the enhancement of young children's aesthetic ability, so as to realise the quality education of pre-school.

In the cultivation process of preschool education students in local applied undergraduate colleges and universities, we should not only focus on enhancing their sense of responsibility, but also cultivate students to have certain talents, such as singing, dancing, art, paper-cutting and so on [2].

## **3. The significance of the practical teaching reform of the art course of preschool education in applied undergraduate colleges and universities**

### **3.1 Strengthen the cultivation of practical ability and improve professionalism**

Through the reform of practical teaching of art courses in preschool education majors of applied undergraduate colleges, students are able to participate in art creation and teaching practice and improve their practical ability. Practical teaching allows students to apply theoretical knowledge to actual operation, cultivating their practical ability, innovative thinking and problem solving ability[3].

At the same time, the reform of practical teaching in art courses can improve students' professionalism in art. Through practical teaching, students can gain an in-depth understanding of the actual needs and teaching methods of art teaching, master the development and use of teaching resources skills, and improve their art teaching ability.

### **3.2 Cultivate comprehensive artistic ability and promote the quality of education and teaching**

The reform of practical teaching of art courses in applied undergraduate colleges and universities can cultivate students' comprehensive ability. In practice teaching, students need to carry out teamwork, communication and coordination, problem solving and other activities to cultivate their teamwork ability, communication ability and innovation ability [4].

At the same time, the reform of art course practice teaching can provide useful exploration and practice for the educational teaching reform of preschool education majors. For example, through the reform of art practice teaching, it can promote the innovation of teaching methods and the updating of educational concepts, and improve the teaching quality and teaching effect of preschool education majors. Art practice teaching can let students accumulate rich practical experience, broaden the field of employment, and improve their employability and competitiveness.

## 4. Problems prevalent in the current practical teaching of art courses for preschool education majors

### 4.1 Too difficult and too specialised

The content of art courses for preschool education majors should be adapted to the age characteristics of children, the group that students will face in their future careers. At present, many art courses in preschool education majors have the problems of neglecting children's age characteristics, too difficult and too specialised, and it is difficult for students to apply the content in their future work.

According to the author's offline survey data (Figure 1), the art foundation of preschool education majors is relatively weak. In the survey data of 198 preschool education majors in an applied undergraduate college in Shaanxi, it was found that (68 male students and 130 female students), 68.9% of the male students and 74.5% of the females had received almost no formal art training or education; 72.96% of the male students and 66.56% thought that art courses were professionally difficult.

According to the data in Figure 1, more than 90% of the students preferred the art course, and the rate of completing the assignments on time remained at 82.91% on average, indicating that the preschool students were able to complete the assignments of the art course on time, but due to the general lack of art fundamentals among the preschool students, the content of the art course that is difficult is likely to dampen the interest of the students in learning, which will affect the effectiveness of the teaching and learning.

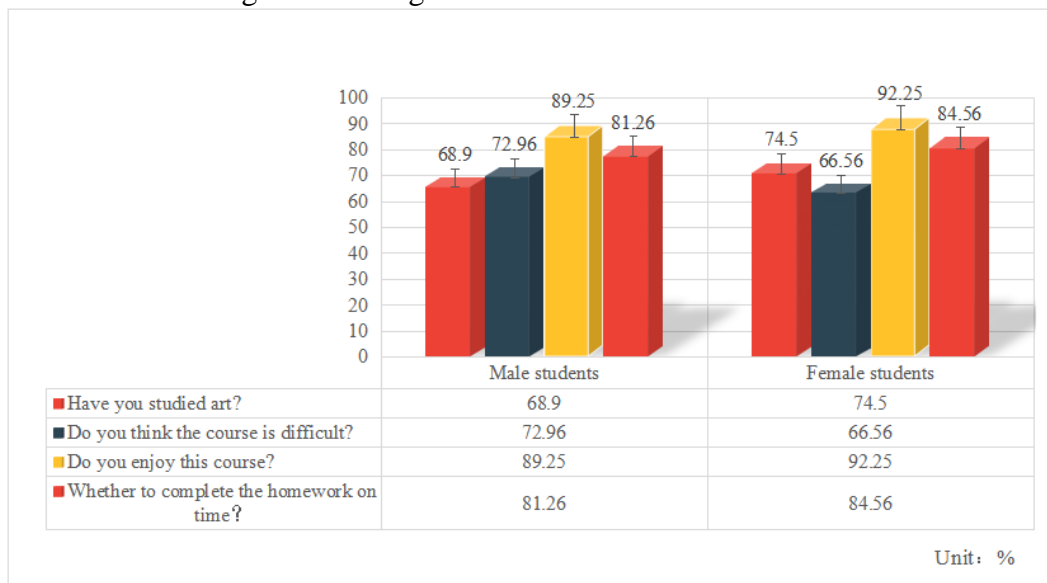


Figure 1: Statistical chart of offline data research on art courses

### 4.2 Excessive copying and rigid thinking mode

Taking the practical teaching of children's painting in art courses as an example, traditional teaching of children's painting mostly focuses on the explanation of basic art knowledge and skills. In the children's painting class of preschool education, many teachers like to carry out copying teaching. Let students memorise some objects by copying the teacher's works [5]. For example, if you draw a house, you have to draw windows, doors, chimneys and tiles, and draw the house on the blackboard for students to follow. In this way, students will draw the same objects, and their

imagination and creativity will be stifled. Although copying can quickly improve students' drawing skills and is an indispensable part of the learning stage of drawing, copying teaching can easily confine students' thinking and make students' drawing form stereotypes, which is not conducive to the cultivation of students' creative thinking.

### **4.3 Low aesthetic orientation**

In the art course of preschool education, many students tend to unconsciously evaluate children's works with adult eyes. Children's world is a combination of ideal and reality, with a strong imaginary component. In the art course study of preschool education majors, many students think that young children's paintings are just some simple paintings. Therefore, in the daily teaching process, many students will not appreciate the classic art works, just simply copying and learning, many students' aesthetic orientation is weak, and the aesthetic ability can not be effectively improved.

## **5. Reform of Practical Teaching of Art Courses for Preschool Education Majors in Applied Undergraduate Colleges and Universities**

### **5.1 Selection of objects**

For the art course offered by preschool education majors, teachers need to update the content of the course in a timely manner. At the level of teaching concepts, traditional art teaching content should be combined with modern education concepts, and in the process focus on cultivating students' creativity, expressiveness and observation. The art course practice object selected for this study is the preschool education major of Xi'an Fan Yi University.

### **5.2 Conceptualisation of teaching reform**

The art creation of preschool education majors is mainly based on the study of children's paintings, children's paintings are very casual, do not intentionally pursue the proportion and composition, the paintings are very expressive, exaggerated modelling, sharp colours, and more children's subjective point of view of the paintings [6], which expresses the child's heart, and the picture has a unique style of children.

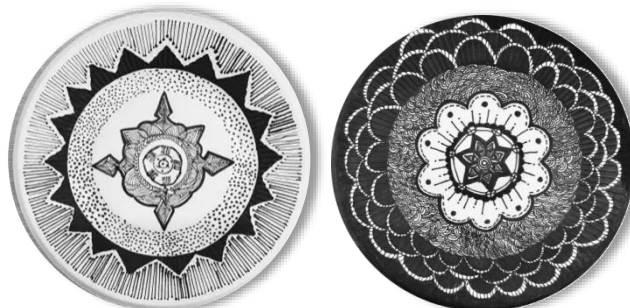
This art course teaching reform, combined with the characteristics of students in applied undergraduate colleges and universities, through the development of different types of art course practical activities teaching, such as plate line drawing, simple and coloured pencil drawing, blowing paper printmaking and children's ink painting. This practical process will introduce project teaching, problem-oriented teaching and other innovative teaching methods. Through a variety of art creation and practical activities with rich content, students are actively involved in art creation and teaching practice, improving their practical ability and innovative thinking.

### **5.3 Implementation of Teaching Reforms**

#### **5.3.1 Practical Project 1: Creation of Line Drawing on Plate**

Line drawing is a kind of painting that makes the picture produce artistic effects through the combination of point, line and surface changes. In the teaching of line drawing, students need to use lines to express themselves and depict life. This can cultivate children's observation ability, memory ability, and also help children's thinking to disperse, and in the process of drawing, children will become more careful and patient.

The most common form of expression for line drawing is line drawing on paper. In order to encourage pre-school education students to make use of the objects around them and recycle used objects to beautify their lives, art creations can be expressed by using cake paper discs (Figure2). This creative activity can not only inspire students to diversify their expressions, but also improve pre-school education students' students' awareness of environmental protection and creative thinking.



(a) Students' line drawing work (b) Students' black and white drawing work

Figure 2: Practical project of line drawing on a plate

### 5.3.2 Practical Project 2: Simple and Colourful Brush Drawing

Simple brush drawing is the most common form of drawing in kindergarten, which only uses dots and lines, has the characteristics of strong generality, easy to learn and understand, and is widely used. The contents of the sketch include daily necessities, transport, architecture, scenery, animals, plants, people and so on, among which the most difficult to master is the drawing method of the character sketch. The drawing of figures should first master the structure, proportion and other characteristics.

As the art foundation of preschool students is generally weak, and they have not studied the structure and proportion of the human body, teachers should carefully guide students to apply the knowledge and techniques of simple and colourful pencil drawing to real life. For example, they can do line drawing of insects to let students experience the fun of creation, or do creative coloured brush painting, as shown in Figure 3, which can not only improve students' interest in learning, but also express their good wishes.



(a) Students' line drawing works (b) Students' colour pencil drawing works

Figure 3: Sketch and Colour Pencil Drawing Practical Works

### 5.3.3 Practical Project 3: Creating Prints on Blow-Moulded Paper

Printmaking is an important part of children's art education, the composition and the use of

colour are in line with children's age, but also other forms of art can not be replaced, can improve children's hands-on ability and creativity. There are various types of prints such as woodcut prints, copperplate prints, paper prints, etc[7].For children, woodcut prints are more difficult, and the use of materials has safety risks. The soft texture of blow-molded paper printmaking paper makes it easy to use pencil to leave lines and other traces on the surface of the paper, and it can be easily coloured with gouache paints and easily reproduced on black cardboard, which can produce a variety of printmaking effects in a variety of forms and colours, which is very suitable for children to use (Figure 4).



(a) Student's topographical work      (b) Student's blow-moulding work

Figure 4: Blow-moulding work practice project

#### 5.3.4 Practical Project 4: Ink Painting for Children

Chinese painting has a long history and is characterised by generalisation and simplicity. Ink painting requires the use of tools such as rice paper, brushes, ink and pigment. With the help of techniques such as outlining, dotting and dyeing, colour and ink, ink painting can produce changes in colour and ink such as thick and light, dry and wet. Ink painting has an ancient, vivid and natural artistic effect [8], which is in line with the characteristics of children's physical and mental development.

Children's ink painting requires students to draw a complete composition of a realistic painting on fan-shaped raw rice paper, with any subject matter, which can be fruits and vegetables, flowers, animals, rocks and trees, and find their own speciality in painting (Figure 5). This form can cultivate students' love for and promotion of traditional Chinese culture, as well as improve the inquiry and aesthetic ability of preschool students.



(a) Student's Ink Painting of Plants      (b) Student's Ink Painting of Animals

Figure 5: Children's Ink Painting Practical Creation

## 6. Conclusion

This paper analyses the current situation of the art course of preschool education majors in Xi'an FanYi University, and finds that the students' art foundation is weak and their aesthetic orientation is low. By carrying out different types of art course practical activities teaching, for example, plate line drawing, simple and colourful pencil drawing, blowing paper printmaking and children's ink painting on students training, a great progress has been made, the students' works are generally more often, and the ability of art creation and the level of creativity has been greatly improved.

It is worth paying attention to the fact that the art practice courses for preschool education majors should fit both the cognitive characteristics of preschool children and the art foundation of professional students. Therefore, teachers should choose scientific teaching methods and suitable teaching contents to improve students' professionalism and lay a solid foundation for their future work, so as to cultivate more excellent early childhood teachers for the society.

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