The Role of Creative Design Teaching in the Promotion of Children's Creativity

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ABSTRACT

In the world, science, technology, and economy are constantly moving forward. However, abundant and creative minds and profound intelligence are the real impetus of human’s progress. The cultivation of children's creativity has always been a hot field in international educational research and teaching practice. The development and cultivation of children's creativity is an important trend and specific educational goal of the national educational reform in the past half century. It can provide an extraordinary opportunity and condition for the development of preschool children's quality and the expression of natural creativity, for the formation of social values and collectivist moral concepts, and for the formation of personality and self-respect characteristic. In the process of shaping children’s creativity during preschool teaching, creative design focuses on activating ideas, enlightening wisdom, early development of young children's brain, training children's creativity, and training children's space and visual perception. Therefore, their knowledge of life is fully mobilized, so that our artistic education connotation further expands its depth and breadth, and we can give children a free imagination space and environment.

Keywords: Creative Design; Preschool Education; Children’s Creativity.

INTRODUCTION

With the advancement of social informatization, the world is in the process of continuous and rapid change in politics, economy and other aspects. The open network channels make knowledge and technology can be spread rapidly so that they no longer have absolute advantage, therefore, the importance of creativity is highlighted. The cultivation of children's creativity is the most important thing in the process of education because people's life and habit of thinking are trained in early childhood. Creative design is an important part of pre-school art education in art education and an effective method to enlighten children's creativity. Its fundamental task is to educate individuals about aesthetics and creativity. It is not only needed to help children to be more sensitive to perceive, identify, appreciate the artistic beauty, but it also need to train children to master a certain ability to describe and perform beauty.

What is more important is to train children to interpret and understand known things in different ways of thinking, and to use their own ability to decompose things and give them
new functions and appearances. Children learn art is not only the cultivation of artistic skills. The key point is the stimulation of creativity. Therefore, during children art painting activities, teachers' specific, vivid, enlightening and encouraging language can clarify the creative intention of children, create a creative atmosphere suitable for children, inspire children's creative confidence, and trigger children's creative motivation. These ways promote the development of China’s pre-school quality education and lay a good foundation of creative expression for all kinds of subject education. With the exploration of enlightening mechanism for children's creativity development, the author hopes to have a specific exploration for the creative design and the development of children's creativity in order to perfect the educational theory of the art direction of preschool education in our college.

First, arousing imagination of interests and hobbies.

Cultivating a large number of creative talents is also a major demand at the present stage of China. In The Guiding Ideology of American Art, Dr. Gardner pointed out the differences between Chinese and American educational ideas: "generally speaking, Chinese educators believe that the basic skills should be started first while creativity is a matter of the future." Instead, American educators began by stimulating a kind of creative imagination. They believe that children will master the skills that they needed in the future. The strength of American education is that it gives children enough time to explore and enables them to develop creative abilities. The strength of Chinese education is to ensure that all children can master one kind of basic skill. However, when Chinese children get to a certain level, they don't have the ability and desire to do creative things. It can be seen that the creativity development of preschool painting in China has not been considered important is an urgent and real problem that needs to be paid attention to. The self quality of many pre-school educators is not enough. The guidance of creative design in preschool teaching is lack of professional knowledge guidance. The knowledge is single and one-sided. Using the simple image from the perspective of adults' view to judge the good or bad and criticize the child painting works, which influenced the development of children's art and painting interest. Nowadays, there is a widespread shortage of creative talents in various industries in China. The problem lies in the lack of interest in imagination since childhood. It has a great negative impact on the improvement of personal quality. This phenomenon reveals the drawbacks of traditional examination-oriented education in China. In the research of artistic development of children's creativity, we should not only impart skills, but also leave time and space to let young children be free to create new things. When young children are exploring new things, it is the key to correctly guide them rather than intervene and prevent them.

Second, construct the mode of creative thinking.

There are many beautiful things and feelings in nature that cannot be felt in the closed classroom, so children need to go out of classroom and school to feel the normal life and nature. The ability of children to feel the environment is very strong and the changes of the environment can fully stimulate their interests in exploration. Children experience and learn in different situations and enrich their perception, and then they use different forms of artistic expression to express their ideas. Education experts believe that the growth of young children itself is a process of continuous adaptation to society. This adaptation is concretely manifested in two different areas, external and internal. Painting is a process from feelings to artistic thinking expression development; that is, the complete process of internal and external influence. Therefore, children's painting performance and the ability to make handmade objects reflect their growing process. Moreover, as a result of individualized creative performance, it clearly reflects their inner world. Children observe details in amusement parks, have deep feelings of life, these can inspire them to associate or thinking transfer. For example, in the painting of
"Spring, Summer, Autumn and Winter", let children to observe how plants and animals will change in different seasons. How to use the colors and lines of painting to express the "warmth" of spring, the "heat" of summer, the "cool" of autumn, and the "cold" of winter. During observation, children can have a pleasant emotional experience. To maximize the opportunity for children to experience and perceive beauty, the teacher can tell a simple story, design the scene, and let the students perform. Later, it can be discussed in the form of dollar-play, theatrical performances, picture book reading sessions and other ways. Finally, encourage children to design and express themselves in the form of brushes or handmade art. Creating multidirectional and diversified perception environment for children, and after observation, children will design expression by painting or other modes boldly with a happy mood and rich emotions. Different children will have their own characteristics, so teachers need to ensure that they can get the maximum possible to express their ideas. During this time, teachers should teach with a lot of encouragement, support, cooperation, guidance rather than instruction.

Third, respect the independence of Children’s spiritual world.

In the process of situational experience, whatever children can think, want to say, want to do, teachers should let children think, say, and do. Teachers should respect children's ideas, practices and their independent thoughts of the spiritual world. From childhood, training in creative design process and doing explore learning. In practical activities, children come to the conclusion of problem-solving, find solutions to problems, and find regular things. At the same time, the ability of young children to acquire knowledge get exercised, and the ability get developed. Through the training of students' creativity in painting design, it can stimulate students' creative desire, cultivate students' comprehensive and healthy personalities with independence, self-confidence, risk-taking behavior, humor and others, and improve their creative thinking ability. Chinese education includes all things and lacks innovative sense of adventure. It used to deny the new discovery of children's new ideas and judge it is useless and meaningless. Chinese education directly takes scores as the only standard of evaluation of children, which forms an ossified thinking style and stifles the creative thinking of children.

Fourth, the perfection and creation of design details.

Einstein said: "Imagination is more important than knowledge. Imagination is the source of knowledge evolution." In preschool education, educators can combine the characteristics of language description in Chinese class, rich performance in music class, careful observation in nature class and rational analysis in mathematics class. Then perfect the details of Children's creative manual or creative painting cases, which can better promote the development of children's creativity and fully develop their imagination. Therefore, childrens’ own life knowledge can be fully mobilized. The connotation of creative design will be enriched and the extension will be expended, so that our art classroom content and function can be greatly expanded.

For example, in the teaching of "shape", children should not only recognize the basic shape, recall the similar shapes seen in life. For instance, round-sun, ball games, bubbles, square-home appliances, buildings, buses, and triangle-tropical fish, small flags, red scarf tooth cake. According to the basic shape of associating things, teaching focus is to let the child combine geometry shape, physical shape, free shape and spelling out a variety of objects, or adding details directly to the shape can also change into an imaginary object. When the author investigated and listened to the children's art class, the author saw a lot of classroom teachers said that the sky was a unified blue, and some children would be reprimanded when they painted other colors. The children were wronged in modifying their work. Did not those teachers ever see the sky when the sunset and the morning glow? Did not they saw the sky when it was raining? What was the color of the sky when there was no smog? Not to mention, when the
aurora appeared, the colorful changes in the sky could not be brought into the painting? In the 21st century, more attention has been paid to the cultivation of children's creativity than ever before. Preschool art education plays a major role in it. It can provide an extraordinary opportunity and condition to the development of preschool children's quality, the expression of natural creativity, the formation of social values and collectivism moral concepts, and the formation of personality and self-respect. "The cultivation of creative ability is the core of quality education." renowned ability psychologist, director of the Beijing Tianyu Talent training Research Center, professor at Northeast Normal University, Li Xiaozhong said: "The curriculum for innovative education in schools should first create an environment conducive to the development of creativity among students. Through the training of students' creativity, we can stimulate students' creative desire, cultivate students' comprehensive and healthy personalities with independence, self-confidence, risk-taking behavior, humor and others, and improve their creative thinking ability. This will give students the courage to innovate, willing to innovate, and good at innovation."

In short, the effective shaping of children’s creativity for creative design in the process of preschool teaching focuses on the activation of ideas, enlightening wisdom, early development of young children's brain, training children's creativity, and training children's space and visual perception. Therefore, their knowledge of life can be fully mobilized, so that our art education connotation further expands its depth and breadth, and gives children a free imagination space and environment.

REFERENCES