Discussion on Development of Children's Painting and Art Teaching

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Abstract. At present, more and more parents pay attention to children's painting art education; more and more private schools of fine arts emerge in our life in addition to the kindergarten art class, which play an important role in the on children's painting art education. Starting from the specific problems of children's art teaching, this paper carries on the analysis of the status of children's art teaching at present by visit practice and research.

Introduction

Children's painting is a learning process to develop children's intelligence and tap children's inner potential. At present, more and more parents pay attention to children's painting art education, and choose children's art training institutions. However, the children's art training institutions in the society are uneven that children's art education deviates from the original normal track. The more common phenomenon is low level of faculty, lack of emphasis in classroom teaching and backward teaching concept. These objective factors make the development of children's Art Painting Teaching in art education under threat and challenge.

Disadvantages of Children's Art and Painting Teaching

Now, with the emergence of a large number of children's art institutions, it is more and more intense on competition for training institutions, which results in a lot of children's art training institutions ignore the teaching quality to benefit more, and commercialize children teaching and ignore the real purpose of art education.

I. Children's art teachers measure the level of children's paintings in terms of adult technical standards. Some teachers make teaching standards in the classroom painting based on their own vision blindly, and take it as a benchmark to require children to follow. The lack of understanding of children's painting basic skill and painting expression results in too formality and adultification in the process of children painting; as result, the style of painting is too in reality, and the natural expression of children's painting is repressed.

II. Stylized thinking and mechanized teaching patterns exist in the classroom. In the process of being educated, children should be active and active in perceiving beauty and expressing beauty. However, the children are often in a passive medium, and forced to accept art knowledge in classroom at present. Now, the children's interest in art go away little by little, as the painting is more and more dull. Now, they are many teachers could teach children to draw a complete picture, but in the teaching process of painting, rare teachers could stimulate children's imagination, guide the divergent thinking of children in the process of painting, teach basic knowledge of art.

III. Children's art education is a kind of recessive and deep level aesthetic education, and teachers' quality and professional consciousness have an irreplaceable influence on children's art education. The teacher's teaching level and professional quality will directly affect the quality of teaching, and then affect the child's future growth and development. Some children's art training institutions have hired part-time children's art teachers at university campuses to maximize their interests. If the teachers do not have enough teaching experience and aesthetic literacy, they would use the one-sided teaching method, obtain the teaching content on the internet with the patchwork without deep understanding for teaching, which would result the emptiness of the children's art
teaching, and all alike painting theme. The child's future growth and development will be affected seriously in adverse consequences.

IV. The emergence of children's art training institutions leads to a significant increase in the demand for teachers. Teachers spend all their time in the classroom from morning to night, which occupies their time for improving and learning, even outside learning opportunities. It has led to such a vicious circle of the classroom.

V. In order to get some better results in short time, there also have some children's art training institutions to allow the children to participate in various commercial games, and obtain some honors for expanding enrolment. The art institutions adopt skill technique training for commercial competition, which makes the catering and imitation to be the standard for children's painting, restricts the child's imagination and creativity seriously with a potential of children’ thinking mechanization, and thus result in the lack of children's personality and self-express.

Suggestions on the Status of Current Children's Art Painting Teaching

I. The Art education institutions should establish their own team of teachers with a unified teacher training mechanism to enhance the professional skills of teachers, which will be a long-term teacher training mechanism that emphasizes the source quality of the teachers.

II. Improve the professional quality of teachers through the regular teaching research activities, regular exchange study and experience learning etc. The good art teacher should have their own ability to develop the teaching courseware adapted to the children's painting teaching, as well as the special art lesson plan. In the development of courseware, the children should be trained to try and explore the painting in the base of the psychological cognition and the basic understanding of the painting, and form the proper children painting teaching methods after the repeated practice.

III. The innovative development of children is also the focus in the children's education through painting. During the teaching practice, the teachers should train their children to use the art to express their needs, themselves and their inner worlds in artistic way. We should pay attention to children's subjective expression and feelings of beauty, rather than the value of painting skills. Children's art education is not to let the children draw a painting, but enjoy the process of painting. Therefore, the teachers should guide the methodology of art in the process of children's art education correctly, and respect for the child's artistic expression behavior, respect the children's ideas, and develop the children's latent energy, let them painting freely with the their own creativity.

IV. Pure child painting. Children's painting is not for the purpose of quick success. Drawing examinations and competition, winning the prize could not be a way of proving the child's painting skills. The children's painting should not be kidnapped by a bunch of false certificates. Children's painting should be based on the feeling release of innocent & pure, and focus on emotional expression as the original intention, cultivate the artistic sentiment and enhance the artistic aesthetic.

Summary

Children's art education is not only to let children learn knowledge, developing children's imagination and creativity, but also to promote their personality development and self-express. The teachers for children's painting should establish the correct concept of education, follow the children's mental development level and the law of artistic creation. We believe that children's painting education could make children learn to use the artistic methods for innovate through the continuous practice, exploration and innovation, so that children's painting teaching will have a bright development.

Pay attention to the development of children's graffiti art with a positive attitude as children are the freshest blood of society, represent the vigor and vitality as well as the future. In the way of education, I hope to pay more attention to children's art education, graffiti art thinking inspiration, encourage and guide children's development. In the content of education, we hope that we could have teaching courses corresponding to children's corresponding cognitive stage, and we could
adopt appropriate ways of correspondence teaching, which would make children more receptive and more emotionally interested. In the form of teaching, we hope to be innovative, and consider the teaching methods from the children's thinking mode.

References


