

Study on the teaching status of teacher creativity cultivation in the painting activities of kindergarten big class

Bi wenshang*

School of Foreign Languages, Qingdao University of Science and Technology, Qingdao, China

*Corresponding author

Abstract: Kindergarten painting activities play a pivotal role in the overall development of children, and is a key link of physical, intellectual, moral, aesthetic and labor education. Through the activities, we can effectively cultivate children's creativity, which is not only the key means to implement the relevant national guidance documents, but also plays a vital role in children's sound development in terms of emotion, personality and learning quality. In addition, painting activities can also significantly promote the development of children's divergent thinking and creative ability, laying a solid foundation for their future study and life. this study focuses on the cultivation of creativity in kindergarten painting activities, Taking the children and teachers of Class 3 of Qingdao X Kindergarten as the research object, Combining literature research, observation, interview, and case analysis, From the teachers' understanding of creativity and the teaching situation of teachers in painting activities, the cultivation of creativity in kindergarten painting activities is analyzed, I found some problems: First, Teachers' understanding of creativity is not deep enough; second, Activity introduction can not trigger children's association, Stimulate creative creation; third, The question can not trigger children's creative thinking; fourth, Evaluation despise the creativity of the work. Based on this, the researchers analyzed the influencing factors of these problems, and put forward a series of educational strategies and suggestions: first, teachers should strengthen professional quality; second, observe and experience, enrich materials, and better set activity content; third, to set challenges and maintain the moderation of the difficulty of activity objectives; fourth, use more diversified introduction methods and set scenarios; fifth, positive evaluation and positive feedback. These suggestions aim to improve the teaching quality of children's creativity cultivation in kindergarten painting activities and promote children's all-round development.

Key Words: Children's painting activities; creativity training ; education strategies

1. Introduction

With the deepening of quality education concept in the 21st century. Creativity is seen as an important part of the individual's overall development, especially in early childhood education. Kindergarten is a key period for the formation of children's imagination and innovation ability^[1]. As an important carrier of art education, the role of painting activities in the cultivation of creativity has increasingly attracted the attention of educators and the society.

With the rapid progress of economy and culture, the society is in urgent need of creative and innovative talents to promote their development^[2]. Therefore, the country began to attach great importance to the cultivation of innovative talents. In this context, education reform has become particularly critical, especially in the field of preschool education^[4]. With the progress of society and the updating of knowledge, preschool education has put forward higher requirements in the comprehensive application of knowledge, experience, skills and emotional attitudes, aiming to ensure that children can

achieve all-round development in the process of growth and lay a solid foundation for future innovation activities.

At present, the social demand for innovative talents is increasing day by day. The educational circle generally realizes that the cultivation of innovative ability should be started from a small age, and painting activities can effectively stimulate children's innovative thinking and expression desire by virtue of their intuition, interactivity and openness. According to the Blue Book of China Education, creativity cultivation has become a hot topic in research on children's art education in the past decade^[5]. In the researchers' kindergarten practice experience, they deeply observed the implementation of painting activities, and found that not all teachers can effectively stimulate and cultivate creativity through painting activities. Based on the existing research, this study systematically combs and analyzes the current implementation status of creativity cultivation in kindergarten painting activities. In view of the existing problems, this study puts forward a series of practical improvement suggestions, aiming to

improve the educational quality of kindergarten painting activities in cultivating children's creativity, and further promote the overall development of children^[6].

Painting activities are a popular creative expression way for children, which has an important influence on the development of their creativity^[7]. Through in-depth analysis of classroom examples, this study aims to stimulate teachers to deeply reflect on their own teaching behavior, so as to explore how it specifically affects children's creative development. In the process, the role of teachers is very important^[8]. They are not only the supporters and participants of educational activities, but also the important guide to lead children's exploration and creation. By improving and optimizing the support method for children's painting creation process, teachers can effectively promote the development of children's creativity and help the formation of their sound personality. Therefore, kindergarten painting activities play an irreplaceable important role in cultivating children's creativity^[9].

Mr.Chen Heqin (1987) pointed out in his research that children's painting process and its works are important empirical materials to explore children's psychology, as well as an important part of children's psychological research. Through painting activities, children can fully express their understanding of beauty, so as to deepen their cognition of the world, and enrich their thoughts and knowledge reserves.[5] Kong Qiying (2013) believes that children's painting activities are not only a reflection of their understanding of the world around them, but also a way to communicate with their peers, adults and the world. Therefore, kindergarten painting activities play a very important role in meeting the development needs of children and promoting the formation of their sound personality. After sorting out the relevant literature, we have absorbed the essence of previous research and laid a solid theoretical foundation for this research. Many studies have emphasized the key role of painting activities in the cultivation of children's creativity, and have conducted an in-depth analysis from both theoretical and practical levels. However, we also observed that although

there is no lack of previous research on children's creativity cultivation strategies and the current situation of creativity cultivation in art activities, the research on how to effectively cultivate children's creativity in specific painting activities is still weak. Therefore, this research especially focuses on painting activities, deeply exploring the current situation, existing problems and influencing factors of children's creativity cultivation, in order to provide strong theoretical support and practical reference for the practice of future painting activities in children's creativity cultivation^[10].

2. Research design

The study observed 36 children from Class three of Qingdao X Kindergarten and three teachers of the class, and observed the cultivation of children's creativity in the painting activities of the class.

Qingdao X Kindergarten was selected as the research object mainly based on its profound historical background and excellent educational quality. As a public provincial demonstration kindergarten, X Kindergarten has 18 teaching classes, covering three age groups: small class, middle class and large class, with 6 classes in each stage^[11]. The kindergarten has created a good teaching atmosphere in art education. Teachers not only have a high professional level, but also actively participate in scientific research activities and accumulate rich teaching experience. In addition, the researchers chose the third class of the kindergarten as the specific research object. There were 36 children in this class, half male and female, and the children were between 5 and 6 years old. Children of this age are in a critical period of creative development. Their works can provide rich and typical cases for researchers, which helps to deeply understand the cultivation of creativity in children's painting activities. Through the in-depth study of X kindergarten and its big class three, it can provide useful reference and inspiration for early childhood art education^[12].

There are three main reasons for choosing the large class as the research object. First of all, the big class children have accumulated a certain life experience, and have a certain painting

creation ability, which enables them to show more rich content and form in the painting activities. Secondly, the language expression ability of the big class children is relatively good. They can not only introduce their own paintings, but also evaluate and discuss the works of their peers, which provides researchers with more diversified and in-depth information. Finally, large classes are usually equipped with a team of experienced teachers, who have high art literacy and research willingness, and can provide strong support and guidance for research. The basic information of the three teachers is as follows:

编号	教师	性别	年龄	教龄	学历	职务
A	LH	女	32岁	10年	本科	班主任
B	LCX	女	24岁	2年	本科	教学老师
C	LJ	女	37岁	11年	大专	保育老师

This study analyzes the specific activity cases of painting activities and the collected activity teaching plans. From the perspective of teachers' teaching, the advantages and disadvantages of teachers in teaching revealed, so as to provide reference for educational practice and promote the development of children's creativity.

After six months of in-depth observation and research, this study made a systematic analysis of 36 children and 3 painting teachers of Class 3 of X Kindergarten in Qingdao, aiming to explore how teachers cultivate children's creativity in kindergarten painting activities. Through video, text records, pictures and other ways, a comprehensive record of the classroom situation, and collected the relevant teaching plans^[13]. The analysis shows that there are some problems and influencing factors affecting the cultivation of children's creativity in painting teaching. This report will analyze the causes of these problems and suggest corresponding improvements.

During the data collection stage, we designed and distributed observation records and interview records, and these tools helped researchers record teachers' teaching links and teaching concepts^[14]. Through regular classroom observation, we record the children's innovative thinking and behavior, and capture the practical operation of the teachers' innovative ability cultivation in the guidance process.

In terms of results presentation, we follow the norms of scientific reports, transforming complex data into clear and easy to understand charts and text descriptions. We analyzed children's creativity indicators and other factors in order to reveal their influence relationship. We will also provide examples and cases that enable the reader to intuitively understand our findings.

3. The teaching status and analysis of creativity cultivation in kindergarten painting activities

Teachers' understanding of painting activities to cultivate children's creativity

Teachers themselves have a deep and professional understanding of creativity, which is of vital significance to the cultivation of children's acceptance ability in activities. This is because teachers play the role of guides and role models in early childhood education, and their educational concepts, teaching methods and personal quality will directly affect children's learning and development^[15].

Through the interview with teachers after the activity, we know that most teachers have a simple understanding of creativity, only stay in the literal meaning, and have no professional understanding of the connotation of children's creativity^[16]. In cultivating children's creativity, mention creativity, most of the teachers are put forward from the aspects of creativity ability, such as: observation ability, imagination, etc., but most of the teachers ignored the children's creative thinking and creative personality, which can be seen for the cultivation of creativity without a whole professional cognitive system. Through the literature we have collected before, the cultivation of children's creative thinking and personality includes: curiosity, self-confidence, sensitivity, sense of achievement, cooperation and other aspects. Most teachers often ignore these aspects.

Case 1: Teacher interview

Question: What do you think we should pay attention to in cultivating children's creativity?

Teacher answer: in the cultivation of creativity, I think the first thing to cultivate children's ability to be good at

observation, through observation can let children accumulate more life experience, there are rich materials in the brain, so that can be a good creation. Secondly, the cultivation of imagination is also particularly important, we can let children appreciate some works of art, colorful creation, including taking children to nature, see more, hear more and hear more feelings, can be very good to cultivate children's imagination.

Through this interview, we can see that teachers ignore the cultivation of children's interest, self-confidence and other aspects, and only pay attention to the ability of observation and imagination.

The teaching situation of creativity cultivation in the kindergarten big class painting activities

The goal setting of kindergarten educational activities is not only the embodiment of teachers' educational skills and educational concepts, but also directly determines the quality of educational activities. In the "Outline" (trial) and "Guide" and other documents, there are clear requirements for the goal of art activities in the field of kindergarten art, that is, attention should be paid to cultivating children's ability to feel the beauty, performance ability and creative ability. This requirement provides clear guidance for teachers when setting the goals of activities, and emphasizes the importance of creativity cultivation in art teaching activities. Therefore, when setting goals, teachers should fully consider how to effectively promote the cultivation of children's creativity to ensure the quality of educational activities^[17].

Through the analysis of 45 painting activity programs, it is found that 42 activity programs highlight the emphasis on the cultivation of children's creativity, and only 3 painting activities ignore the cultivation of creativity in the goal setting. This shows that most teachers have a preliminary awareness of creativity when setting the goals of activities, and can think and pay attention to the cultivation of children's creativity. Through the analysis, it is found that in the 45 kindergarten painting activities, the choice of painting education content is mainly based on two aspects of children's life and art works. On the one hand, most painting activities design

combined with children's life scene, this close to life design way effectively stimulated children's interest. Through observation, there are 30 painting activities starting from children's life, and the specific statistical situation is shown in Table .

内容选择	活动次数 (次)	占比 (%)
动物绘画	9	30
植物绘画	6	20
日常生活用品	4	13
抽象图形	3	10
节日主题绘画	6	20
其他	2	7

As can be seen from the table, animal painting accounts for 30% of the activity content, plant painting for 20%, daily necessities for 13%, festival theme painting for 20%, abstract graphics for 10%, and the remaining 7% cover other topics such as scenery and characters.

On the other hand, when choosing the content of art works, teachers tend to choose the works of well-known painters. For example, Figure selects Van Gogh's *Starry Night*, and these works can well attract children's interest and attention^[18]. Through the colorful works of art, it can better stimulate children's perception of color and stimulate their aesthetic ability. This way of choice not only meets the realistic needs of children, but also meets their artistic needs, and has a positive significance for promoting the overall development of children.



Through the analysis of these content selection, we can see that in the process of cultivating children's creativity, the selection of content not only pays attention to the training of basic skills, but also emphasizes children's interest and the stimulation of innovative thinking, aiming to build a comprehensive educational environment and promote children's all-round development.

After six months of in-depth observation and research, the researchers found that the introduction of painting activities can be used in many ways^[19]. Specifically, 20% and 35.6% of the activity teachers chose to attract children's attention and stimulate their interest in painting by telling stories and showing pictures. At the same time, 11.1% and 15.6% of the activity teachers will use games and children's songs to create a relaxed and happy learning atmosphere, and trigger children's creation through humor. In addition, 11.1% of the activity teachers will use music to mobilize children's emotions, to pave the way for their next creative activities. While 6.6% of the activity teachers adopted other innovative introduction methods. Specific statistics are shown in Table Table .

导入方式	频次 (次)	百分比 (%)
故事	9	20
欣赏图片	16	35.6
游戏	5	11.1
儿歌	7	15.6
音乐	5	11.1
其他	3	6.6

In painting teaching, the teacher's questioning strategy has a significant influence on children's thinking and expression. In these 45 painting activities, there are 20 painting activities in this semester, through the observation and statistics of the classroom, the teacher's questions are about 86 times. Most teachers prefer to use open and closed questions, accounting for 41.9% and 32.5%, respectively. This tendency, although convenient for young children to answer and collective interaction, may limit the depth and breadth of their thinking. In contrast, only 10.5% of teachers used reasoning questions to encourage children to think deeply, while 15.1% of teachers encouraged children to express their personal opinions through evaluative questions. Specific statistics are shown in Table Table .

问题类型	频次 (次)	百分比 (%)
开放性问题	36	41.9
封闭性问题	28	32.5
推理性问题	9	10.5
评价性问题	13	15.1

This way of questioning may lead to relatively few high-level problems and more closed problems in art teaching. In

order to improve this situation, teachers can try to increase the proportion of rational questions and evaluative questions when asking questions, so as to stimulate children's independent and deep thinking ability and desire to express themselves. At the same time, we should also avoid excessive reliance on factual problems and selective problems, so as not to limit children's learning and development space^[20].

In short, teachers should fully consider the types and difficulty of problems in art teaching, so as to better promote children's learning and development^[21]. Through reasonable design, teachers can stimulate children's interest in learning and guide them to think independently and deeply^[22]. Through the problem, layers of depth, so as to improve the effect and quality of painting activities, so that children's creativity is improved.

Data show that in kindergartens, the evaluation subject of children's works shows a trend of being mainly teachers. Specifically, 60% of the evaluation is mainly based on teacher evaluation. This evaluation method mainly analyzes and judges children's works from the perspective of adults. At the same time, researchers found that most teachers pay too much attention to the beauty and standardization of children's works when evaluation, and ignore the uniqueness of children's creation. At the same time, only 8.9% of the evaluation is mainly based on the mutual evaluation of children's peers. This evaluation method enables children to improve their self-cognition through mutual learning and communication. Mutual evaluation of teachers and children accounted for 17.8%. This evaluation method not only provides professional guidance from teachers, but also takes into account children's participation and experience. In addition, 13.3% of teachers choose to evaluate children's own works, which helps to cultivate children's ability of self-evaluation and self-reflection, but also can enhance children's self-confidence.

In these evaluation methods, we can find a significant problem: the evaluation of children's works in kindergartens is mainly dominated by teachers, while children's own evaluation and peer

evaluation account for a relatively small proportion. This evaluation method may lead to the lack of objectivity of the evaluation, and ignore the subjectivity and participation of children in the learning process, which will limit the development of children's creativity.

问题类型	频次 (次)	百分比 (%)
教师评价	27	60
师幼互评	8	17.8
幼儿同伴间评价	4	8.9
幼儿自我评价	6	13.3

4. Problems and reason analysis of creativity training teachers in kindergarten big class painting activities

Through in-depth interviews with kindergarten teachers, the researchers gained valuable insights about teachers in the cultivation of children's creativity. From these interviews, it is clearly perceived that teachers generally attach a high importance to the cultivation of children's creativity. They know that creativity is crucial to young children's all-round development and future growth.

However, although teachers attach great importance to the cultivation of creativity, their awareness of the professional cognition of creativity is insufficient. In the interview, many teachers said that they generally believe that the cultivation of creativity is mainly around the improvement of creativity-related abilities, such as encouraging children to make bold imagination and hands-on production. But such an understanding is relatively one-sided, without digging deep into the essence and connotation of creativity.

In fact, the cultivation of creativity not only includes the improvement of relevant abilities, but more importantly, the cultivation of creative thinking and creative personality. Creative thinking is the core of creativity, which involves children's thinking style, problem solving ability and innovation ability and other aspects. Creative personality refers to the confidence, tenacity, courage and other qualities shown in the creative process of children, which are of great significance to children in their future study and life.

Therefore, in order to better cultivate children's creativity, teachers need to strengthen their professional cognition of creativity, and deeply understand the essence and connotation of creativity. In

the process of education and teaching, we should not only pay attention to the promotion of creativity-related ability, but also pay attention to the cultivation of creative thinking and creative personality. Only in this way can we truly stimulate their creative potential and promote their all-round development.

After a period of observation of kindergarten painting activities, we noticed that although teachers introduce many possible activities, most teachers prefer to choose pictures to appreciate this form. This method may indeed be able to attract young children's attention in some situations, helping them to intuitively understand the subject or content of the painting. However, researchers believe that only relying on image appreciation as a way of import may be too single, lack of enough diversity and innovation, and can not bring children enough inspiration to stimulate their creative creation.

Creativity is an important part of children's development, which represents children's imagination, innovative spirit and independent thinking ability. In children's works, creativity is often manifested in the unique conception, novel ways of expression and personalized expression ways. However, when teachers take standardization as the main evaluation standard, these creative elements are often ignored or even denied, which is undoubtedly a blow and inhibition of children's creativity.

5. Conclusion

This study takes the kindergarten painting activities as the carrier, deeply discusses the current situation, influencing factors and existing problems of creativity cultivation, and puts forward the corresponding educational strategies and suggestions. Through the Qingdao X kindergarten class three for six months of observation research, combined with the literature research, observation, interview and case analysis method, this study draws the following main conclusions: kindergarten painting activities, teachers in goal setting, content selection, import, questions, teacher evaluation are show the attention of children's creativity. But at the same time, there are also some problems, such as teachers 'ideas, introduction can not trigger association,

the type of questions is mainly closed, evaluation ignores the creativity of works, etc. These problems limit children's creativity to a certain extent. The main reasons for these problems are insufficient training opportunities provided by kindergartens, teachers' failure to make full use of educational resources, the difficulty of teachers' problems to stimulate children's creative thinking, and teachers' pay attention to the standardization of works rather than creativity.

In view of the above problems, this study put forward a series of education strategy and Suggestions, including strengthening teachers' own professional quality, observation and experience, rich material, better set activity content, setting challenges, keep the activity target difficulty of moderate, use a variety of import way, setting scenarios and results and confidence to establish positive evaluation positive feedback, etc.

Moreover, this study also realized that the implementation of educational recommendations requires the active participation and continuous efforts of teachers, and strengthens the professional training of teacher creativity training. Teachers are the key factor in children's creativity cultivation. We should pay attention to how to improve teachers' awareness and ability of creativity cultivation, and provide teachers with more professional and systematic training. In the future work, teachers should devote themselves to building a kindergarten creativity training system covering all ages, so as to more fully understand and support the development of children's creativity. This will not only deepen our understanding of the law of children's creativity development, but also provide more rich and refined strategies and guidance for educational practice. At the same time, with the development of science and technology, VR, AR and other modern scientific and technological means have provided new possibilities for kindergarten painting activities. Future research can explore how to use these modern scientific and technological means to innovate kindergarten painting activities, and provide more diversified ways to cultivate children's creativity.

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