

Research on the Application of Folk Art in the Training System of Preschool Education

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Abstract: The popularization of China's excellent folk art work is also an indispensable link in the process of the great rejuvenation of the Chinese nation to achieve a high degree of cultural confidence and prosperity. Promoting the development of students' comprehensive ability is helpful to cultivate the professional quality ability of teachers and students of preschool education. Actively carry out folk art education deeply integrated with teaching, aiming at exploring and applying folk art elements to promote the comprehensive development of preschool children.

Keywords: Folk art; Pre-school education; Training system; Creative thinking

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1. Introduction

Preschool education is a critical period of children's development and has an inevitable impact on children's cognitive, emotional, social and physical development. Folk art usually includes traditional handmade art, painting, sculpture, children's folk culture and other art forms that reflect social, cultural and historical characteristics. Research can help educators to understand the new trends in the field of art education at any time, timely grasp the new knowledge and skills of folk art, and better understand how to use folk art forms to stimulate preschool children's creativity, expression ability and cultural awareness. Therefore, the applied research of folk art in preschool education has played an important role, and it is of great significance to guarantee the development and construction of preschool education teachers.

2. Problems faced by folk art education in preschool education

The folk art education of pre-school education in colleges and universities faces challenges in resources, teachers, teaching methods and social and economic differences. Solving these problems requires the joint efforts of preschool education institutions, teachers and policy makers to ensure that students can enjoy creative and diverse folk art education. Art education in preschool education should focus on cultivating students' creativity, imagination and expression ability.

(1) Emphasis on academic, light practice: some pre-school education teachers pay too much attention to academic knowledge, ignoring the skills training developed in the quality education of students. Many pre-school education majors may not have enough arts education resources, not enough diversity, resulting in students are not exposed to different cultures, different artistic styles of expression. For example, art materials, tools and Spaces limit the opportunities for students to participate in art activities.

(2) Lack of teachers: Some pre-school education teachers in colleges and universities lack professionally trained art teachers, which is not enough to support students' autonomy and exploratory learning, and the lack of professional knowledge and teaching skills affects the quality of art education. The basic idea for teachers and students of preschool education and kindergarten teachers in colleges and universities is to construct the application research of folk art in the training system of preschool education.

3. Research on the value of the training system of folk art in preschool education

Preschool education is a key stage of children's growth and development, and folk art, as an art form, can play an important role in the field of preschool education. The research on the theoretical and practical value of folk art in the training system of preschool education is helpful to enrich the teaching methods and contents of preschool education, improve the quality of preschool education, train educational professionals with more creativity and cross-cultural education consciousness, and protect and inherit the important cultural heritage of folk art.

3.1 Theoretical research value

The early childhood education period is the important beginning stage of a person's growth education, and occupies an important stage in the education system in our country. Through the research of folk art modeling, the professional training system of preschool education under the socialist core values is constructed, and the theoretical academic value of the five core literacy training objectives of the fine arts discipline, including image reading, art performance, aesthetic judgment, creative practice and cultural understanding, is promoted.

(1) Interdisciplinary value: The study of the relationship between folk art and preschool education covers the knowledge of multiple disciplines such as art, psychology, child development, and pedagogy. This interdisciplinarity contributes to the understanding of promoting the comprehensive cognitive, emotional, social and health development of young children through fine arts activities, and helps students integrate art with other disciplines to better understand children's learning and development needs.

(2) Multicultural value: Folk art is a part of various cultural traditions, and folk art usually reflects the values of different cultures across cultures. Studying folk art can help pre-school education students to provide more diversified art education resources and cultivate the concepts and skills of cultural inheritance and intercultural education, so as to better serve the diversified pre-school education environment. It helps children understand the commonalities and differences between different cultures and promotes multicultural education.

(3) Emotional development value: An important goal of preschool education is to help young children develop emotional expression and social skills. Children usually find it difficult to express their emotions and inner world with words. Through the creation process of folk art activities such as painting and handicraft, children's emotional expression is promoted, and social skills with others and self-expression skills are cultivated.

(4) Value of art education: Folk art is usually rooted in the social, historical and cultural background. Students majoring in pre-school education understand and disseminate these important cultural values through folk art, cultivate the ability of observation, classification, comparison and reasoning, promote the inheritance and development of culture, and research is conducive to the inheritance and protection of cultural heritage.

3.2 Practical application research value

3.2.1 Value of creative thinking

Folk art emphasizes the cultivation of creative expression and imagination. Through the study and practice of folk art, different folk art forms are studied to find different folk art elements suitable for the professional training system of preschool education. Under the guidance of folk art institutions and expert studios, the classification of "folk art modeling" is conducted to express their emotions, opinions and ideas through painting, handicraft and other artistic activities, so as to promote their creative expression, personality development and self-recognition.

3.2.2 Value of development and inheritance

Teachers and students of preschool education in colleges and universities cooperate with folk art related cultural institutions to find the basis for developing a professional training system of preschool education, and conduct empirical research in kindergartens. The research on the teaching link of folk art in the professional training system of preschool education in colleges and universities confirms the development trend of compound talents with professional theoretical knowledge and practical ability of college teachers, and promotes the application value of the dissemination, revitalization, development and inheritance of folk art.

3.2.3 Value of the training system

The practical application of folk art in the professional training system of preschool education has a wide range of educational and cultural values. Through the participation of teachers and students of preschool education and kindergarten teachers in the study of folk art modeling, the training system of folk art in preschool education has been established, and the dissemination, revitalization, development and inheritance of folk art in the basic education stage has been promoted.

To sum up, folk art in the professional training system of preschool education helps to promote children's all-round development, including artistic creativity, aesthetic perception, cultural education, cognitive development and emotional expression. Therefore,

incorporating folk art into the curriculum and teaching activities of preschool education will enrich the content of education and improve the quality of education, which will have a positive impact on the growth and development of children.

4. The significance of folk art in the professional training system of preschool education

The application of folk art in the professional training system of preschool education can promote the comprehensive development of teachers, improve their creative thinking and artistic expression ability, and also enhance their cultural awareness and social ability, so as to provide more core educational experience for preschool education.

(1) Teaching curriculum design resources: Folk art, as a creative and expressive art form, can provide rich teaching resources for preschool education majors. Teachers can integrate the resources of folk art, make use of the elements of folk art, such as handicraft, painting, sculpture and other art forms, carry out creative activities and design teaching materials, and integrate art folk elements into the curriculum of the preschool education system. This can include the introduction of traditional crafts, art and handmaking into the curriculum to develop students' creativity, hands-on skills and aesthetic sensibility.

(2) Cultural inheritance: Folk art usually carries rich culture and tradition. Through introducing folk art into teaching, teachers organize practical projects and community activities for cooperation and interaction, so as to cultivate students' teamwork skills and social ability. To provide students with practical opportunities in pre-school education institutions, kindergartens or children's art studios, so that they can incorporate the folk art skills they have learned into a practical educational environment. Through the teaching of folk painting, traditional crafts and other ways to form, contact and experience different cultures of folk art expression forms, so that students can understand and experience the local culture and heritage of the context.

(3) Develop creative thinking: Encourage students to carry out folk art creative thinking and problem-solving skills, and provide more educational resources and innovative teaching strategies. By introducing folk art into preschool education, students can be helped to cultivate creative thinking, improve their observation and artistic expression skills, and promote their aesthetic development and creativity.

(4) Interdisciplinary comprehensive education: Folk art can be combined with other disciplines to create a comprehensive interdisciplinary learning experience. For example, folk art can be combined with mathematics, science or social studies to sort out the teaching methods and skills covering folk art, promote the development of students' comprehensive ability, and help cultivate teachers and students of preschool education to have the ability of cross-cultural education.

5. Concluding Remarks

The combination of folk art in the training system of preschool education can provide students with rich art education experience and help them better understand and apply the importance of art education in preschool children's education. It is conducive to the comprehensive development of preschool education professionals who are conducive to the promotion of students' creativity, cultural awareness and enthusiasm for education, and the purpose of exploring ways for teachers and students of preschool education in colleges and universities to improve their professional quality, professional knowledge and professional skills practice, so as to contribute to the cultivation of the creativity and art appreciation ability of the next generation.

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