



Article

The Psychological Construction of Early Childhood Art Education

Yuan Zhou¹, Wenjuan Mao², Guanmian Liang³, Qingyan Deng⁴, Siyan Chen⁴, Xiang Cai⁴, Junyu Wang⁴, Hao Xu⁴, Wenjie Jin⁴, Chenkai Wu⁴, Penghao Pan⁴, Jiaxuan Li⁵, Yitian Chen⁵, Jianghang Yu⁵, Shiming Tang^{4,*}

¹ Northwest Normal University, 730000, China

² Hangzhou Linping Fifth People's Hospital, 311199, China

³ IBMC of Chinese Academy of Science, 310005, China

⁴ Hangzhou Normal University, 311121, China

⁵ Yiai Health Group Company, China

Abstract: The psychological construction of early childhood art education refers to the process of promoting children's mental health, emotional development, and personality shaping through art education activities. Art Education provides a platform for early childhood to express themselves, achieve self-realization, unleash their wisdom, develop own aesthetic standards, learn cooperate and communication skills, achieve psychological balance and establish understanding and respect. This study highlights the strategic shift in the approach to art education in China, with a focus on interdisciplinary education and the integration of art into extracurricular activities. With the issue on knowledge is often imparted in a one-way manner and children is encouraged to passively imitate, does not align with the developmental needs of young children or the goals of comprehensive education, this paper researches the dynamic process that involves teachers, students, and sometimes parents and community members in a cycle of planning, acting, observing, and reflecting to improve educational practices, and outlines the Mission and Vision on Development goals and the level of emphasis placed on families and kindergartens, Professional advantages of promoting mental hygiene through art education and Matching of key points, principles, and strategies.

Keywords: art education; mental hygiene; early childhood

1. Introduction

The psychological construction of early childhood art education refers to the process of promoting children's mental health, emotional development, and personality shaping through art education activities. The importance of psychological construction in early childhood art education lies in its ability to help children form a positive attitude towards life, cultivate good social adaptability, and promote the development of creativity and aesthetic emotions. The following are some key aspects of psychological construction in early childhood art education: 1. Emotional expression and communication: Art activities provide a platform for young children to express their emotions and ideas. Through painting, music, dance, and other forms, young children can better understand and express their emotions, and also learn to listen to and appreciate the artistic expressions of others; 2. Self-awareness and self-esteem: Art education can help young children recognize their own characteristics and strengths. By completing art works and participating in art performances, young children can gain a sense of achievement and confidence, thereby enhancing their self-esteem. 3. Cultivation of Creativity: Art activities encourage young children to unleash their imagination and creativity. By trying different art forms and materials, young children can learn to solve problems and think creatively. 4. Cultivation of Aesthetic Emotions: Art education can help young children develop their perception and appreciation of beauty. Through exposure to different works of art, young children can learn to appreciate the diversity of beauty and develop their own aesthetic standards. 5. Development of social skills: Art activities often require cooperation and teamwork, which helps young children learn how to cooperate with each other in groups and cultivate good social communication skills. 6. Stress relief and emotional regulation: Art activities have the function of relaxing and relieving stress, which can help young children regulate their emotions through artistic creation and achieve psychological balance when tense or anxious emotions arise; 7. Cultural identity and diverse understanding: Art education can introduce different cultural backgrounds and artistic traditions, help young children establish understanding and respect for multiculturalism, and cultivate a global perspective. To effectively carry out psychological construction in early childhood art education, related teachers and parents need to jointly create a supportive and inclusive environment, encourage children to express and create freely, and provide appropriate guidance and feedback to help children gain positive emotional experiences and psychological development in art activities.

2. Background

There is a strategic shift in the approach to art education in China, with a focus on interdisciplinary education and the integration of art into extracurricular activities. This shift is supported by national policies that emphasize the importance of a well-rounded education that includes the arts. These key factors have influenced related action research in early childhood art education as following:

Interdisciplinary-Education

Action research can explore how art can be integrated into other subjects such as science, mathematics, and language to enhance learning outcomes. For example, a study might

investigate the impact of using visual art to teach scientific concepts or the effect of music on language acquisition.

Extracurricular Activities

Researchers can design and implement art-based extracurricular activities and assess their impact on children's social, emotional, and cognitive development. This could include community art projects, performances, or exhibitions that involve parents and the wider community.

Social Resources for Art Education

Action research can identify gaps in the availability of art education resources and develop strategies to mobilize social resources, such as partnerships with local artists, cultural institutions, or community organizations.

Integration of Resources

Researchers can explore how to best integrate internal school resources with external partners to create rich, diverse art education experiences for children. This might involve creating a network of stakeholders who can contribute to the art education curriculum.

Emotional Experiences and Attitudes

Studies can focus on the emotional aspects of art education, exploring how different art activities impact children's self-esteem, confidence, and emotional expression. This could involve assessing the affective outcomes of art projects in addition to the cognitive and skill-based outcomes.

Imagination and Creativity

Research can investigate the most effective methods for fostering imagination and creativity in young children through art. This might involve comparing different teaching approaches or examining the impact of specific art materials and techniques on children's creative development.

Discovery and Creation of Beauty

Action research can explore how art education can be used to help children appreciate and create beauty in their environment. This could include studies on the use of art to promote environmental awareness or to appreciate cultural diversity.

By aligning action research with these national guidelines, educators and researchers can contribute to the development of a more comprehensive and integrated approach to art education in early childhood settings, one that not only focuses on skill development but also on the holistic growth of the child.

3. Issues

Related issues highlight the need for a transformative approach to early childhood art education. The current state of affairs, where knowledge is often imparted in a one-way manner and children is encouraged to passively imitate, does not align with the developmental needs of young children or the goals of comprehensive education. Here are some issues that could be raised to address these concerns:

Involvement and Imagination

How can preschool design art education activities that actively involve children in the learning process and encourage imaginative thinking?

What methods can educators use to ensure that children's natural curiosity and creativity are not stifled?

Curriculum Design

What are the key elements of a well-designed early childhood art curriculum that promotes comprehensive development?

How can we balance the need for structure with the flexibility required to accommodate individual differences and preferences?

Teacher Training

How can school support teachers in adopting more child-centered teaching methods?

What professional development opportunities are needed to help teachers understand the importance of emotional experience and attitude in art education?

Artistic Performances

How can school create art performances that are both age-appropriate and engaging for young children?

What role can music, dance, and theater play in promoting children's emotional and cognitive development?

Learning and Teaching Strategies

What strategies can be employed to ensure that children's learning is not limited to passive imitation?

How can we encourage children to actively explore, create, and express themselves through art?

Research on Learning

How can art education shift the focus of research from solely on teaching methods to also include the children's perspective on learning?

What methods can we use to study how children learn and what they gain from art education activities?

Art Scripts and Performances

How can preschool education develop art scripts and performances that are not only creative outcomes but also meaningful learning experiences for children?

What are the elements of a successful art script that can be both educational and engaging?

Aesthetic Education

How can preschool mental hygiene ensure that art education activities are not just about skills acquisition but also about fostering a love for the arts and an appreciation for beauty?

What are the long-term benefits of aesthetic education for young children's overall development?

By addressing these questions through action research, educators and researchers can work towards creating an early childhood art education system that is more responsive to the needs of children, more engaging, and more likely to foster a lifelong love of the arts.

Issues

At present, there is a common phenomenon in early childhood art education where teachers unilaterally impart knowledge and young children passively imitate. This teaching method directly deprives young children of their imagination freedom, to a certain extent suppresses their creative development, ignores their emotional experiences and attitude tendencies, and leads to their disappointment. The main reasons for this issue are as follows:

Outdated educational concepts

Some teachers still adhere to traditional educational concepts, believing that teachers are knowledge transmitters and young children are knowledge receivers rather than active learners. This concept leads to a lack of inspiration and guidance from teachers in teaching, causing young children to lose the opportunity to actively explore and discover.

Improper educational methods

Some teachers may not have mastered educational methods that are suitable for the physical and mental development characteristics of young children, or excessively pursue teaching effectiveness and adopt inappropriate methods. These methods may limit young children's imagination and creativity, causing them to lose interest and motivation in art learning.

Single educational evaluation criteria

Some teachers may focus too much on young children's skills and techniques, while neglecting their emotional experiences and attitude tendencies in art learning. This single evaluation standard can lead to young children losing opportunities for self-expression in art learning, making their learning dull and uninteresting.

This paper takes the following measures to address above mentioned issues:

Update educational concepts

Teachers should establish correct educational concepts, recognize that young children are the main body of learning, and focus on inspiration and guidance in teaching to stimulate their initiative and creativity.

Improving educational methods

Teachers should choose appropriate educational methods based on the physical and mental development characteristics of young children, pay attention to cultivating their imagination and creativity, and allow them to enjoy the joy of creation in art learning.

Diversified evaluation criteria

Teachers should adopt diversified evaluation criteria, not only focusing on the skills and skills of young children, but also paying attention to their emotional experiences and attitude tendencies in art learning. Enable young children to gain opportunities for self-affirmation through evaluation, enhancing their confidence and learning motivation.

4. Discussion
This should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

4. Action research

In early childhood art education is a dynamic process that involves teachers, students, and sometimes parents and community members in a cycle of planning, acting, observing, and

reflecting to improve educational practices. Here's how action research can be applied to the points above mentioned

Observation and Analysis

Teachers can observe preschoolers' interactions with art materials and processes to understand their natural inclinations and learning styles.

Age-Appropriate Innovation

Design art activities that are developmentally appropriate, using materials and techniques that resonate with young children's visual thinking and active, imitative nature.

Performance Design

Create art performances that are engaging and interactive, allowing children to express themselves through movement and sound, and to imitate and innovate within a structured yet flexible framework.

Student-Centered Approach

Focus on the children's physical and mental development by designing activities that are responsive to their needs and interests.

Principles and Methods

Study the principles of child development and learning to inform the design of art education activities that are not only fun but also educational.

Logical Expression

Ensure that each art activity is logically structured and that each expression within the activity is meaningful and developmentally appropriate.

Improving the connotation of early childhood art education curriculum:

Content Development

Move beyond simple content to include themes and messages that contribute to the children's psychological construction and moral development.

Cultural Dimension

Integrate cultural elements into art education that are meaningful for the children, even if they seem small, to enhance their understanding of the world.

Performance as Recreation

See performance activities as a way for children to recreate and interpret the curriculum, allowing for individual expression and creativity.

Health Education Values

Embed health, moral and aesthetic education values into songs and performances, ensuring that the children's artistic experiences are not only enjoyable but also educational.

By engaging in action research, early childhood educators can continuously refine their art education practices, ensuring that mental hygiene are effective, engaging, and aligned with the developmental needs and interests of young children. This process also involves reflecting on the outcomes of art activities and performances, and making adjustments as needed to improve the quality of the education provided.

5. Mission and Vision

Development goals and the level of emphasis placed on families and kindergartens

The development goals of preschool psychological construction mainly include cultivating children's positive emotions, good interpersonal communication skills, self-awareness and self-regulation abilities, etc.

Under the guidance of socialist core values, both families and kindergartens attach great importance to the cultivation of positive psychological qualities in children. Family education focuses on cultivating children's character, habits, and initial sense of social responsibility, while kindergartens promote the comprehensive physical and mental health development of young children through systematic educational curriculum and activity design.

The prospect of collaborative education between parents and kindergartens is broad. Both parties can jointly develop education plans, and parents can better understand the educational philosophy and teaching methods of kindergartens, participate in the learning and growth of young children, and form a good situation of home school coeducation.

Professional advantages of promoting mental hygiene through art education

Kindergartens can utilize the unique advantages of art education, such as music, painting, dance, etc., to help young children express emotions, understand the world, and develop creativity. Through artistic activities, young children can explore themselves in a relaxed and enjoyable environment, enhance confidence, and cultivate aesthetic emotions.

Families and communities can participate together, for example, parents can participate in art activities organized by kindergartens, communities can provide resources and venues, hold children's art exhibitions or performances, and jointly create an environment conducive to children's artistic creation and mental health.

Matching of key points, principles, and strategies

Focusing on the psychological construction of young children, the following principles and strategies should be followed:

The principle of balanced development emphasizes the balance between the physical and mental health, intellectual development, and emotional cultivation of young children.

The principle of individual differences: Respect the individuality of each child, teach according to their aptitude, and encourage each child to develop their uniqueness.

Gameplay principle: Through games and activities, young children can learn and develop various abilities in a joyful atmosphere.

Home school cooperation strategy: Establish an effective home school communication mechanism, and parents and teachers jointly pay attention to the growth of young children.

Community participation strategy: Utilize community resources, carry out diverse activities, and promote the socialization of young children.

Positive guidance strategy: Use positive feedback and encouragement to guide young children, help them build confidence, and learn self-affirmation.

In implementation, kindergartens should develop detailed education plans and implementation plans based on their actual situation and professional characteristics. Families and communities should actively respond and jointly create favorable conditions for the comprehensive development of young children.

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