

The Art Teaching Path of Preschool Education Major in Colleges and Universities from the Perspective of Aesthetic Education

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Abstract: *With the continuous improvement and further advancement of the new curriculum standards, higher requirements have also been put forward for the art teaching of preschool teaching majors in colleges and universities. The core point of professional art teaching in the field of aesthetic education is to "educate people with beauty", that is, to through appropriate art teaching, preschool education talents with high art literacy can be cultivated. This article will discuss this topic, analyze and explore the connotation and value of art teaching in preschool education majors in colleges and universities from the perspective of art. Therefore, it can effectively promote the improvement of the quality of art teaching in preschool education majors in colleges and universities.*

Keywords: *Aesthetic Education; Preschool Education; Art Teaching*

1. Introduction

The so-called aesthetic education means that through professional art teaching, students can appreciate the beauty in life, so as to optimize and guide their own life and learning based on this, and finally realize the improvement of personal comprehensive quality. To achieve a higher level of life, it can be seen that aesthetic education has a very important guiding significance for a person's growth and development, and needs to be given due attention. The preschool education students in colleges and universities will come into contact with some young children in their future careers. The teacher's aesthetic education quality will directly affect these young children. Therefore, it is necessary to strengthen the preschool education major. Aesthetic education for students is of great significance to both students and their future education and training objects.

2. The practical significance of art teaching in preschool education majors in colleges and universities from the perspective of aesthetic education

2.1. Art education is an important part of China's preschool education reform

In recent years, with the deepening of education reform in our country, for the importance and requirements of preschool education also began to become higher and higher, in preschool education stage to cultivate students' basic art literacy has become the basic requirements of preschool education, so every preschool education practitioners also shoulder the important responsibility of art literacy teaching, preschool education professional also through certain teaching reform, to guide students to achieve the basic education teaching requirements.[1] Based on this situation, college preschool education professional art teaching has a very realistic significance, not only to teach students how to paint, more important is to help these preschool education professional students cultivate correct art teaching cognition, improve the importance of art teaching and practice ability, thus in the future career development process can correctly guide students to establish a perfect art learning system, thus more conform to the requirements of our preschool education, for the preschool education reform belongs to their own.

2.2. Art education has both the requirements of preschool education major and students' cultivation needs

The art education of preschool education major is different from the art teaching conducted in

traditional art colleges, The former should not only meet the actual professional skills needs of students in the major, At the same time, through the scientific art teaching system, It can also help these students develop the habit of continuous learning, Because the preschool art education teaching not only includes a large number of art professional skills teaching, At the same time, the specific teaching is inferences from one example, think things out for oneself, The actively developed teaching mode, Also gave a good play to the two-way cultivation role of art teaching, Thus, after separated from classroom learning, They can still realize their own long-term and effective learning through these teaching modes. for instance, In the current preschool education and art teaching, Most of the time, some more advanced teaching models are adopted, For example, the "The Great View of Fine Art", "Personalized" art inquiry teaching, These teaching modes can very effectively help students to establish an effective art learning system, So that their own art learning concept can timely keep up with the needs of the development of The Times, Thus broadening their own vision of art learning, Make their professional art skills are not limited to the traditional art textbooks, But it will be constantly updated with the development of The Times, This is true for his long-term career development, Undoubtedly is has a very strong promoting significance.

2.3. Through art teaching, establish a perfect personality

Throughout the history of the development of art in the world, it is very obvious that most of the classic art works in history have the function of educating the people, whether it is ancient Chinese painting or Western religious painting, all of which are represented by various representative works. The theme of sexual painting is to praise the beautiful quality of human beings, so that the viewer's mind and heart are nourished by beauty, so as to form correct thoughts and emotions, healthy and advanced aesthetic taste and sound personality in the process of appreciating art works. This theory is also applicable in the art teaching of preschool education majors in colleges and universities today. Through aesthetic education, students can appreciate the profound ideological connotations in those classic art works and theories, and grow into thoughtful, loving and emotional early childhood educators.

2.4. Through art teaching, realize "beauty with beauty"

Marx once said: "If you want to enjoy art, then you must be a person with artistic accomplishment." The basic meaning of this sentence means that if a person wants to feel the beauty in life, then It is necessary to have a strong artistic literacy, to treat the beauty of life with the correct method and attitude, so as to guide their further art creation activities. Professional art teaching from the perspective of aesthetic education is to enable students to gradually acquire the ability to feel beauty in the process of experiencing and feeling beauty through targeted aesthetic education, and learn to observe the beauty of life and art with their own unique perspective.[2] Get real artistic feeling and aesthetic enjoyment everywhere, in order to achieve "beauty with beauty". Finally, under the guidance of this correct aesthetic sense, students can further study and live, so as to achieve long-term and effective improvement of their own aesthetic literacy.

2.5. Improve professional quality and cultivate innovative spirit

In addition to achieving a high standard of aesthetic education in terms of emotion and thought, professional art literacy is also what every preschool education student needs to fully master. If a sound personality and perfect aesthetic education are the foundations that affect the healthy growth of children's physical and mental health, then the professional art level will directly affect the children's cognition of art and the improvement of their professional level. Correct art skills and concept education will directly affect children's long-term art learning and art creation level in the future. Therefore, professional art teaching from the perspective of aesthetic education also has strong guiding significance for improving art literacy.

3. Effective strategies for art teaching in preschool education majors from the perspective of aesthetic education

3.1. Carry out "open" art appreciation teaching to improve the quality of students' aesthetic education

Professional art teaching is inseparable from the important teaching topic of art appreciation. By guiding students to appreciate classic art works in a correct way, students can effectively perceive the aesthetic education elements and intrinsic emotional value in these classic art works, so as to achieve the

improvement of one's own aesthetic literacy. The art appreciation course is mainly considered from three aspects: the selection of appreciation works, the guidance of the appreciation process, and the establishment of appreciation methods, so as to form a complete art appreciation teaching process.

First of all, in the selection of works for appreciation, teachers should fully implement the basic teaching principle of "openness: to ensure that students can enjoy the works that are within the allowable range in a larger number, a greater degree of freedom, different genres, and even Different types of works can be selected as the content of art appreciation class. Therefore, teachers should guide students to extensively collect classic art works through libraries, art galleries, museums or the Internet, and bring them into In the classroom, it is used as the learning material for the art appreciation course.

Secondly, in the process of appreciation, we must ensure the freedom and breadth of art appreciation and learning. It is not only the teacher who conducts unilateral "indoctrination" teaching in the classroom, but also in the process of teacher-student interaction. The content is the medium for mutual analysis and discussion. Conduct an appreciation and analysis of the works in the style of "preliminary perception - analysis and description - evaluation and summary". In this process, teachers and students must communicate, analyze and question, and gradually form students' own art under the guidance of teachers. Appreciation mode, build a perfect aesthetic education literacy system.

Finally, in terms of art appreciation methods, we must also ensure the openness of art appreciation methods. The first is that students can freely choose the way of art appreciation according to their own preferences and characteristics of art appreciation. For example, some students may be more interested in the creative concept of a work of art and the creative story behind it, and some students may I am more interested in professional elements such as abstract composition and color composition in a work of art. Secondly, teachers can choose some more diversified art appreciation teaching methods, such as intuitive experience, the combination of rational thinking and experiential thinking, the combination of theoretical interpretation and life practice, multimedia display and network interaction and other appreciation teaching modes.[3]

3.2. Establish a "big art view" to promote the improvement of students' aesthetic education literacy

The so-called "big art view" means that art is no longer regarded as an overly specialized discipline, but an art closely related to nature and life, that is, there is beauty everywhere in life, beauty is everywhere, and It does not exist solely on the basis of art majors. This concept has a very strong guiding value for cultivating aesthetic education teaching with strong practical significance. Under the guidance of this concept, art teaching should be combined with various life elements, so that students can discover the beauty of life, so as to develop a correct concept of aesthetic education and achieve the teaching purpose of aesthetic education. Therefore, in addition to integrating aesthetic education into professional art teaching classrooms, it is more important to combine aesthetic education teaching with students' life experience. In the social field and nature, there is an unparalleled sense of beauty in itself. All human art works are born in these life and natural elements, and are the most direct and most precious aesthetic education teaching resources. Therefore, teachers should guide students to actively feel the richness and beauty of nature, and learn to pay attention to those unique aesthetic elements in life, develop a pair of eyes that can discover beauty, and improve their own aesthetic quality in a subtle process.

3.3. Establish the concept of "individualized" art creation and improve the quality of aesthetic education

Art creation is the ultimate goal of art teaching, and it is also an effective way to test a person's aesthetic education literacy and professional art skills. Therefore, carrying out personalized art creation teaching is also an indispensable part of cultivating students' aesthetic education literacy, so that students can in the process of creation, consolidate one's own art skills, express one's own aesthetic education concept with appropriate art language, so as to develop good practical quality and imagination expression ability.

The art creation course mainly includes life drawing class and free creation class. In these courses, teachers should guide students to express objects according to their own feelings and understanding, and learn to observe and choose, so that the created art works are not simply copying, but works with strong personal characteristics. This kind of art creation practice course can effectively promote students' aesthetic cognition and creative personality development, find their own art creation direction in creation, and form their own aesthetic education cognition system, which is a great promotion for the improvement of students' aesthetic cultivation effect.

3.4. Optimize the team of teachers and improve the teaching quality

The improvement of art teaching quality in addition to innovation from the teaching mode of optimization, there is a very important aspect is to improve the level of preschool education professional art teachers teaching, optimize their own teaching concept, can according to the specific situation of students to carry out a strong personalized art teaching, maximum meet the needs of different students for art learning and preferences. And for art teaching, Teachers themselves, in addition to have excellent professional knowledge and art literacy, Also need to have the ability to master the students' special psychology and orientation preferences, The fundamental reason is that art has a strong personalization and randomness, Different students because of different personal personalities, There may be some deviation in the cognition and understanding of art in some aspects, Thus ultimately affect its final preschool art teaching effect, therefore, It is necessary to improve the comprehensive quality of preschool education art teachers in colleges and universities, Art teaching courses based on this basis can better cultivate students' ability and explore their potential, Preschool professional art teaching can achieve considerable development and effective implementation.

4. Conclusion

All in all, in the current art teaching of preschool education from the perspective of aesthetic education, the core teaching concept of aesthetic education should run through the whole teaching, from the appreciation of art, the establishment of the "big art concept" and the final practice of art creation. Adhere to the basic principle of "openness", cultivate outstanding art talents with strong personalization and characteristics, and contribute to the future of preschool education.

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