

A Practical Study on the Cultivation of Creativity in Primary School Art Education

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Abstract: *The cultivation of students' creativity in primary school art education is very important. In teaching, teachers need to choose appropriate teaching methods according to students' conditions, respect students' individual differences, arouse students' enthusiasm for free creation, and enhance students' creativity and imagination. Starting from the current problems of cultivating students' creativity in primary school art education, this paper briefly analyzes the practical research strategies for cultivating students' creativity in primary school art education.*

Keywords: *Primary School Art, Creativity, Cultivation, Practical Research*

1. Introduction

Based on the problems of single classroom, backward teaching methods, and lack of curriculum activities in primary school art education, it has a negative impact on the cultivation of students' creativity. Teachers need to optimize and improve teaching methods, combine classroom and extracurricular, integrate famous painting appreciation, art activities, etc., to stimulate students to freely create hot works, cultivate students' aesthetic ability, creativity and imagination, and promote the comprehensive development of students' art discipline.

2. Analysis of the problems existing in cultivating students' creativity in primary school art education

2.1. Simplification of primary school art classrooms

The main forms of art classroom education in primary schools are teacher demonstration and student imitation. In this process, students' mastery of art is too one-sided, and teaching focuses on students' understanding of textbook theoretical knowledge and mastery of painting skills, ignoring students' free creation, and the students' works in the class are consistent, which inhibits students' creativity and creativity. Imagination develops. Teachers do not understand students' basics, interests, areas of expertise, etc., which leads to students' loss of interest in art classes.[1] Most of the students are in a passive learning state, simply aiming to complete tasks. Students' aesthetic ability cannot be improved, and the development of art literacy is uneven.

2.2. Teachers' teaching methods are backward

The backward teaching methods of teachers and their inability to keep pace with the times have had a negative impact on cultivating students' creativity. Most of the classroom teaching methods are that teachers explain and demonstrate painting steps, teach painting skills, and students imitate painting. At the same time, under the long-term imitation of art teaching, students have formed a fixed thinking, their creativity and imagination have gradually lost, it is difficult to form their own painting style, and students' development is limited.

2.3. Lack of the connection between theory and practice

The content of primary school art education includes theoretical knowledge and practical painting operation. Only by mastering the basic theoretical knowledge and connecting it with practice can it shine in the process of painting and show its unique imagination and creativity. To clear primary school students preliminary contact system teaching, the lack of relevant art experience and skills, need teachers to guide,

encourage students to apply theoretical knowledge and practical painting, but easy to stress in teaching theory or practice, presents the two separation phenomenon, teachers in the interpretation of the theoretical knowledge ignored the connection with the actual painting, cause students' poor performance in the process of painting.

2.4. The course lacks art activities

In the primary school stage, the main courses of school teaching are foreign language and mathematics, the art courses are relatively short, and the courses lack rich art activities. Most of the art activities that students can participate in are limited to schools and classrooms. The number of activities is small, students have rare opportunities to participate, and the quality cannot be guaranteed. As a result, students' understanding of art is stagnant, and it is difficult to improve their thinking and creativity.

3. An Overview of Elementary School Art Education and Creativity

3.1. Elementary school art education

In the compulsory education stage, primary school art education is mainly for people aged 6~12. At this stage, students develop physical, psychological, mental and thinking rapidly, thinking and mind are not mature, and the influence of solidified thinking is weak, showing relatively rich imagination and creativity. Primary school students have a weak understanding of the world, love to play, curious, ask and keep a pure heart, can always find strange things, through the students think can be a unique appearance. Education generally refers to taking theoretical knowledge to guide students to think, affect the healthy development of students' physical and mental health, and improve students' comprehensive ability.[2] Primary school art education belongs to primary art education, with a wide range of courses, art comes from life, nature, daily necessities, clothes and jewelry have the shadow of art, requiring students to have the eyes to find beauty, feel the colorful colors of the world.

3.2. Creativity

Creativity, in essence, it is very unique to produce new ideas and discover new things. It is highly comprehensive and composed of multiple factors such as knowledge accumulation, intellectual development and personality quality. Creativity has unique originality, flexibility and novelty, and emphasizes its own divergent thinking to create things that others do not know. The cultivation of creativity can generally rely on guiding students to observe certain things (strange shaped objects) and develop imagination, arouse students' curiosity and thirst for knowledge, cultivate students' different thinking and common thinking, and promote the cultivation of students' creativity with open education.

4. The significance of cultivating students' creativity in primary school art education

4.1. Cultivate students' imagination and creativity

With the deepening reform of quality education, in addition to teaching students theoretical knowledge and painting skills, primary school art education also emphasizes the cultivation of students' creativity. In primary school, most students are willing to explore and are curious about new things in the outside world. Courses with strong theory such as language and mathematics are limited in cultivating students' creativity, imagination, and aesthetic ability. Based on the interest of primary school art education, diversified art course teaching can stimulate students' love for art, improve students' participation in class, and use excellent works appreciation to cultivate students' observation ability, guide students to create art on the mysteries of nature, and encourage students to put The pictures in the mind are visualized on the drawing paper, and the students' imagination ability is cultivated. At the same time, due to the different characteristics of students, teachers can guide students to add their own ideas in art creation, reject stereotyped art creation, increase creative elements in works, tap students' painting potential, and promote the development of students' innovative ability.

4.2. To develop students' thinking

In order to achieve the purpose of cultivating students' creativity in primary school art education, teachers need to optimize teaching methods, reject the simplification of classrooms, and use innovative

models to carry out teaching. In this process, teachers grasp the overall content of the classroom, guide students to express their views on paintings, objects, natural phenomena, etc., and present them on the drawing paper in their own way, completing a jump of thinking. Teachers can set course content according to students' interests and hobbies, use abstract paintings to break students' inherent thinking, understand the meaning of paintings from multiple perspectives, motivate students to think, and generate thinking collisions through students' different opinions.

4.3. Arouse students' interest in learning

Primary school students in the age of curiosity, ask, the monotonous theory knowledge explanation itself interest is weak, and the elementary school art education theory knowledge is relatively monotonous, serious, students preliminary contact system art theory knowledge, with traditional teaching theory knowledge, namely teachers explain, students listen, too dependent on the teacher mouth "standard answer", students may exist passive learning phenomenon, and even produce resistance, learning interest reduced [3]. Based on this innovative teaching methods to cultivate students' creativity can improve this problem, integrate resources inside and outside rich classroom teaching content, encourage students to think independently in the classroom, give full play to their imagination, bold opinion, make art classroom vibrant, students can feel the charm of art, arouse students' interest in learning, improve the efficiency of classroom teaching.

5. Practical research on cultivating students' creativity in primary school art education

5.1. Multi-introduction courses to arouse students' enthusiasm for creativity

Elementary school students are young and full of curiosity about external things, and it is difficult to concentrate in class. Therefore, teachers need to introduce diversified courses before class to arouse students' interest in class and improve students' participation in class.

5.1.1. Problem import

Primary school students are curious, good to ask, teachers can create a problem situation, throw out questions to develop teachers and students, students and students communication, active classroom atmosphere, need students' attention. Before the teaching begins, teachers can create problem situations according to the teaching content to arouse students' desire to explore. For example: guide the students to say, "What is your favorite fruit? How about painting the best moon in the sky?" And so on, lead to this lesson teaching content, lead the students to learn how to draw to bring people the enjoyment of beauty.

5.1.2. Demonstration painting introduction

Teacher demonstration as a common art teaching methods, teachers can gradually fan, namely a pen, lead the students feel the line of the wonderful, can also be different from the traditional teaching methods, fan painting white, give students to create opportunities, encourage students to give full play to their imagination to add fan painting, makes the picture under the student creation more vivid and interesting, inspire students to create enthusiasm. Teachers can first draw simply on the blackboard, such as irregular polygons, clouds of different shapes, eagles with open wings, etc., to guide students to say what the painting is, gradually painting, from simple lines to the presentation of the complete picture, to show students the mystery of painting. In this process, students can intuitively learn painting skills, effectively help students build confidence, arouse their enthusiasm for creation.

5.1.3. Story import

The story content is rich. Teachers can choose the appropriate stories combined with the course teaching content, expand students' knowledge, attract students' attention, and encourage students to actively participate in classroom learning. Take "gild the lily" as an example, teachers can lead students to draw a snake while telling stories, add "foot", do not stipulate the shape of "snake" and "foot", arouse students' creative enthusiasm through students' free painting, and guide students to think about the essence of gilding the lily, and promote the development of students' thinking.

5.2. Appreciation of excellent works to improve students' aesthetic ability

Art creation is inseparable from the process of discovering beauty and presenting beauty. Teachers

need to cultivate students' aesthetic ability and enhance students' pursuit of beauty. In teaching, teachers can use multimedia to display excellent works of art, guide students to talk about their viewing experience, explore the thoughts, patriotism, and joy conveyed by the pictures, find out their favorite parts and share them, so as to improve students' aesthetic ability. At the same time, students can also be organized to visit local art galleries, observe art works closely, and explore and understand the artistic beauty. In addition, you can also appreciate the outstanding paintings in the class. The teacher finds out several outstanding student works and circulates them to the whole class, and organizes the students to talk about the merits of the works, analyze the excellent points of their paintings, stimulate the students to be competitive, and encourage them to create excellent works.

5.3. Respect students' personality development and provide creative space

Different students have their own personality differences, which are specifically reflected in art teaching in terms of hobbies, understanding of beauty, etc. In teaching, teachers should respect students' personality development and provide students with creative space. When creating art, it is necessary to pay attention to the fact that students may show different paintings of the same thing. Teachers should have a deep understanding of students' ideas. They cannot directly deny students' creation and discourage students' enthusiasm for creation. When teaching, teachers should pay attention to the teaching of painting skills, provide students with opportunities for free creation, guide students to use painting skills to create favorite things, and improve students' enthusiasm for painting.

5.4. Organize various art activities to enrich the content of classroom teaching

Art creation is inseparable from life. Different forms of art activities can be used in teaching to broaden students' horizons and enhance students' art creativity while enriching the content of classroom teaching. In actual teaching, teachers can use classroom, extracurricular time, June 1 activities, etc. to organize art activities, including hand-made design, painting competition, "hometown beauty", etc., use various forms of expression to present artistic beauty, guide students to activate their thinking, and cultivate students' creativity. For example, you can organize the "Pastoral Scenery Award" activity, using handicrafts, art works, etc. to show the beauty of the countryside, from blue sky and white clouds, treetop magpies to gurgling streams, curling white smoke, from spring trees and summer flowers to autumn fruits and winter snow. Present beauty in the form you like. Guide students to observe the beautiful scenery around them, and create secondary creations, using paper-cutting, painting, origami, etc., to convey the same beautiful scenery in different forms, arouse students' love for the countryside, and enhance students' creativity.

5.5. Comprehensively evaluate students' works and encourage students to continue to create

At the elementary school stage, students have different understandings of beauty, and the pictures presented by their paintings when they are free to create are also different. When evaluating students' works, teachers should pay attention to the comprehensiveness of the evaluation and adjust the evaluation criteria appropriately according to the students' foundation. Starting from the mastery of painting skills, strengthen communication with students, fully understand the significance of students' creation, affirm students' progress, correct shortcomings in painting, teach painting skills in a targeted manner, and encourage students to continue to create. For example, teachers can arrange painting tasks with the theme of "favorite animals", and there are no restrictions on painting methods, and students can create freely. Afterwards, comment on the students' paintings, guide students to express their creative views, analyze the students' works according to the students' pictures, question the color matching and overall tone, communicate with the students, understand the students' ideas, and help the students. Improve your painting skills and continue to create.

6. Conclusion

Under the general environment of quality education reform, primary school art education is the main course for developing students' aesthetic ability, imagination and creativity. When teachers carry out art classroom teaching, they should pay attention to the combination of classroom and classroom, and use famous painting appreciation and art activities to enrich in addition to teaching content, it broadens students' horizons and promotes the improvement of students' aesthetic ability, creativity and imagination. Respect students' individual development, encourage students to create freely, comprehensively evaluate

students' works, understand students' creative ideas, help students build confidence in art, deeply tap students' potential, and cultivate new creative young people in the new era.

References

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