

Training Strategies for Middle School Students' Ability to Play Teaching Aids in Art Teaching

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ABSTRACT. *In the teaching of children's art, the course of creating teaching aids can improve students thinking creativity and practical ability. But at present, there is still some wrong understanding of teaching aids making in preschool teachers' professional teaching, so it is difficult to improve students' ability to develop and make teaching aids through effective teaching. This paper mainly analyzes how to stimulate students' enthusiasm and initiative in children's art teaching.*

KEYWORDS: *Child, Art teaching, Teaching aids production, Tactics*

1. Introduction

In the teaching of young children's fine arts, teaching aids making course is mainly about teaching the basic knowledge of teaching aids making, which can cultivate students' teaching aids making skills and creative thinking. The medium for young children to explore the world is toys, which perceive and understand things and phenomena by playing with them. Therefore, in the teaching of children's fine arts, teaching children to learn fully and making their own teaching aids is the ability that kindergarten teachers students must possess.

2. Present situation

Early childhood art teaching has its special characteristics, and early childhood teachers should use special props or teaching aids in the process of teaching. It is very common for teachers to play for teachers. But in reality teaching, the most lacking of preschool teachers who have just graduated is hands-on ability.

Table 1 Statistical Table of Self-Made Teaching Aids for Kindergarten Teachers and Students

Type of survey	Attitude towards self-made teaching aids				Attitude towards self-made teaching aids			
	useful		meaningless		Independent production of teaching aids		can't make teaching aids independently	
Survey content	number	percentage	number	percentage	number	percentage	number	percentage
Kindergarten students	114	80.28%	28	19.72%	55	38.75%	87	61.27%

It can be seen from Table 1 that 19.72% of students think that self-made play teaching aids are meaningless, and 61.27% of students can not self-made play teaching aids. This shows that the ability of preschool teachers to play teaching aids by themselves is worrying and needs to be trained and improved. Some preschool teachers think that making teaching aids is of little significance to cultivate children's ability, and some preschool teachers' ability to make teaching aids is not strong, so they can not make teaching aids independently. These problems will affect the quality of children's art teaching in teaching. [1]Therefore, in the professional teaching of kindergarten teachers, the school should make students realize that making teaching aids can cultivate their practical ability, thinking ability and imagination ability, and realize the simultaneous development of knowledge, ability and quality.

3. Effective Strategies for Developing Students' Self-Made Ability to Play Teaching Aids

3.1 Stimulate Interest and Make Students Happy to Learn

In the art teaching of young children, teachers should respect the students' main position of learning, give full play to their enthusiasm and initiative, guide students to release their imagination in the production of playing teaching aids, make students happy to learn, and be interested in the production of playing teaching aids.

Interest is the best teacher. Students will only be interested in learning if they are interested in teaching content. In the process of cultivating the ability of playing teaching aids, teachers can make students happy to learn through the way of story introduction, so as to improve the students' ability of selecting materials. In the story of Cinderella, for example, Cinderella walks off a pumpkin wagon in a gorgeous dress and crystal shoes. Teachers stimulate students' imagination by telling stories, and let students imagine Cinderella's clothes, shoe materials, colors, styles and the size, shape and texture of pumpkin cars in their minds. With the urge of imagination, students will consider what effect different materials will bring [2]. Paper-cut paste, give people the feeling of simplicity; cloth sewing, with nail beads, will be very gorgeous; wool preparation, thick feeling; with fruit shell, leaves and other local materials to add fun

3.2 Observe Nature, Appreciate Works, Improve Aesthetic Level

Beauty comes from nature. Rodin once said: "there is no lack of beauty in the world, but lack of eyes to find beauty." To cultivate students' aesthetic feelings, students should be exposed to art for a long time. Therefore, in the classroom, teachers should lead students to appreciate, grasp the characteristics of natural things on the basis of appreciation, and refine the ideas and ideas of works of art. Teachers can also encourage students to experience life in nature, discover beauty and feel beauty. The appreciation in life and the production of works complement each other, students take into account the image, color matching and composition of different instruments in the process of making through feeling and appreciation, so that the students' aesthetic ability will be gradually improved. Therefore, in teaching, it is necessary for teachers to let students feel art knowledge comprehensively and appreciate art works in order to improve their ability to feel art works.

3.3 Hands-on Production to Improve Modeling Ability

Modeling ability is divided into plane modeling and three-dimensional modeling. Teachers should let students learn to generalize complex forms into simple geometry, the most effective way is to guide students to make three-dimensional. If the teacher wants students to know how to generalize the complex form into simple geometry, the most effective way is to guide students to make stereoscopic. Take Cinderella as an example, teachers can let students make Cinderella with mud. First the teacher divides a piece of chaotic mud into the basic shape of different parts of the human body, the head is round, the body is inverted trapezoid, the dress skirt is larger inverted trapezoid, the arm is cylindrical, after determining the basic shape of the large block, the teacher then carries on the fine carving, engraves the rich detail on the large body. After targeted training, students have a sense of overall modeling, their modeling ability will be significantly improved.

3.4 To Stimulate Students' Imagination.

Playing teaching aids production is a complex mental activity and manual activity which combines many factors, such as sensibility, emotion, imagination and personality, and has a strong subjectivity. In the process of production, teachers should let students give full play to the driving role of emotion and imagination, and break the thinking stereotype. Teachers should guide students to strengthen the understanding of richness under the action of aesthetic feeling force [3]. For example, the teacher can make Van Gogh's famous painting "Ravens in the Wheat Field" into teaching aids in class, this painting is the scene of the wind blowing the wheat field after the storm, and the painter uses the turbulent composition, the tone of the contrast between light and shade, the rough and wild strokes to express his loneliness, desolation, and desolation.

3.5 Teaching Interaction and Improving Students' Creative Ability

The production of playing teaching aids is not just the pursuit of effect, so it is not the more fancy the better. In teaching, teachers should not only pursue quantity, but also quality, and strive to change students' learning

concepts. Play teaching aids production is a process, including early design, mid-term production and post-use. In the process of making and playing teaching aids, teachers should learn to observe students, understand students' needs, and understand students' interests, problems and puzzles. Students can ask the teacher for help in making teaching aids. Teaching interaction helps to close the relationship between teachers and students, create a free and pleasant learning atmosphere, and help to cultivate students' creative ability. In classroom interaction, teachers can guide students' imagination by asking questions. Teachers' problems should have a guiding role in understanding the problems encountered by students in the process of making teaching aids through simple problems. Then teachers group students, assign tasks to different students, and aim to improve students' ability and accomplishment.

3.6 Encourage Students to Break the Tradition and Improve Their Hands-on Ability

Making and playing teaching aids is a complex process of hands-on brain, teachers should consciously guide students to dare to break the tradition, dare to challenge authority, and help students develop the ability to analyze problems independently. Especially in detail, teachers should respect students' subjective ideas and suggestions. For example, when instructing students to use waste milk cartons to make toys, teachers connect any small gap perfectly, and ask students to check and contrast after making them. Then the teacher selected the most exquisite and individual toys from the students' works. Teachers guide students to break the tradition, is to let students dare to imagine, dare to create. In daily teaching, students can make teaching aids by using the materials that can be seen everywhere in their daily life, and make different teaching aids by using ordinary materials, as to fully show their innovative ability and creative consciousness in the process of making[4].

3.7 Build a Platform to Improve Students' Ability to Explore

In the process of teaching, teachers should actively guide and cultivate students' autonomous learning and active exploration ability. In teaching, teachers can make the works more persuasive and infectious through physical display. In the spare time, teachers can make teaching aids with waste materials and show them to students to guide students to imitate and innovate. For example, the teacher's home-made toy "Big Bird", let students appreciate, the teacher then show the techniques. Step 1 The teacher made the big bird body in a rectangular carton. Step 2 The teacher made the big bird's neck with a toothpaste box. Step 3 The teacher used buttons as the big bird's eyes. Step 4 The teacher made the big bird's feathers with colored paper. Through layer by layer decomposition, the students master the most basic production steps, and then explore and explore independently, put forward different views and suggestions, and toys with their own characteristics.

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