

Research on the Teaching Optimization Path in Children's Creative Art Curriculum Under the Perspective of "Sanquan Education"

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Abstract: Children's creative art curriculum is a professional course supported by art materials and techniques and facilitated through creative activities, aiming at cultivating students' ability to organize creative art activities using various art materials and techniques. In light of the evolving focus in China's colleges and universities from "what to know" to "how to apply," the pivotal question for educators is how to maximize the value of children's creative art curriculum. Based on this, this article takes "Sanquan education" as the starting point, combines factual and theoretical arguments, and analyzes the teaching optimization path of children's creative art curriculum under the perspective of Sanquan education, to improve the quality and efficiency of teaching.

Keywords: Sanquan education; Children's creative art curriculum; Teaching optimization paths

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1. Introduction

"Sanquan education" refers to a comprehensive approach that encompasses whole-staff education, whole-process education, and all-round education. Incorporating the concept of "Sanquan education" into the teaching of children's creative art curriculum helps to comprehensively implement the education policy of the new era and improve the teaching efficiency of children's creative art curriculum. In this regard, teachers in colleges and universities should locate the teaching logic of the courses under the perspective of "Sanquan education" and optimize the teaching path of children's creative art curriculum from the perspectives of "whole-staff education," "whole-process education," and "all-round education."

2. The logic of course teaching under the perspective of "Sanquan education"

(1) Whole-staff education

Whole-staff education is an education concept in which the school is the main body of education with the involvement of all departments, faculty, and staff. The "whole staff" mainly includes leading

cadres, counselors, professional teachers, teaching and support managers, logistics service personnel, and other responsible subjects that have an impact on learners' values ^[1]. All-member parenting requires colleges and universities to form a close parenting network and build a synergistic mechanism of parenting for all, which in turn promotes the growth and success of learners.

(2) Whole-process education

Whole-process education in college education and teaching is characterized by temporal attributes, which require that the concept of cultivating moral integrity penetrate every stage of the learner's growth. From the initial grade to the graduation grade, the emphasis is on educational coherence. In the initial stage, learners have just entered a new learning environment and are more inquisitive about the things around them, thus they should strengthen the learning of vocational ideals and morals, traditional Chinese culture, school-based culture, and other general courses. With the deepening of teaching, the education process unfolds according to the logic of vocational perception, vocational understanding, vocational adaptation, and vocational action, prompting the learners to progress from enrolment to graduation in a cascading, spiral dynamic development ^[2].

(3) All-round education

From the perspective of spatial attributes, "all-round" is the requirement for horizontal development of the nurturing system. Schools need to develop and make use of a variety of channels, combining diversified methods and means to effectively implement talent cultivation goals.

3. Teaching optimization path of children's creative art curriculum under the perspective of Sanquan education

3.1. Establishing an information technology platform to promote whole-staff education

At this stage, information technology is deeply integrated with the field of education, and the information platform has gradually become an important means to promote whole-staff education. Establishing an information platform in children's creative art curriculum can help teachers to better carry out their teaching work and improve the quality and efficiency of teaching. Specifically, the information platform includes the following.

(1) Teaching platform

The teaching platform of the children's creative art curriculum provides teachers with an effective teaching environment and resources. Through the teaching platform, teachers can assign online pre-study tasks and consolidation tasks, encouraging learners to utilize fragmented time to study. Where possible, teachers can also design practical projects and competitions to enhance learners' practical skills and sense of creativity.

For example, in teaching art materials, teachers can record a prep-type micro-lesson in advance, explaining that the art materials in children's creative art curriculum include tools, natural materials, and living materials, and simultaneously putting forward the prep task of collecting the three different materials and building a library of art materials. Under the guidance of the micro-lesson video, learners collected art paper, leaves, twigs, steel, iron, clothes, egg shells, and other materials ^[3]. During offline teaching, learners are guided to use art materials to make children's creative works, such as using twigs, seeds, cotton balls, straw, and other materials, and adopting painting, dipping, dyeing, and other strategies of coloring to put together a piece of artwork; and using vegetables, fruits, eggshells, and other materials to unfold the topography of the texture to create artworks. At the end of the teaching, the teacher assigns a homework task on the platform, for instance, creating a stone painting using

stones as materials. Learners can subsequently upload their work for analysis and evaluation.

(2) Activity platform

Establishing an activity platform for children's creative art curriculum can create opportunities for students to communicate and collaborate. Schools take the lead in introducing social education subjects, such as inviting front-line workers of preschool education to share their experiences and success stories for learners to understand the aesthetic needs and perspectives of kindergartens in different regions, thus broadening their horizons and expanding their creative ideas.

(3) Exchange platform

The exchange platform of the children's creative art curriculum aims to create a space for rapid exchange and sharing. Professional teachers, employment instructors, teachers of other professional courses, teachers of school management, students, and other parties submit creative artworks anonymously on the exchange platform to share their design concepts and creative inspirations, and learners learn to think from different perspectives and gain more resource support in professional feedback and guidance^[4].

Through the establishment of the information technology platform, learners undergo comprehensive development under the support of multiple educational subjects.

3.2. Improving the teaching system and the whole process of education

The teaching system refers to the basic structure of knowledge in the teaching process, including teaching methods, teaching forms, and so on. Under the guidance of whole-process education, the teaching system of children's creative art curriculum is reflected in the following two points.

(1) Providing layered guidance

The teaching of children's creative art curriculum is characterized by continuity and staged nature, thus teachers provide learners with layered guidance in combination with the actual teaching. For example, during the initial learning stage, learners may encounter confusion as they initially participate in the children's creative art curriculum and grapple with the concept of art teaching. Teachers emphasize the meaning and significance of the children's creative arts curriculum to convey the value of the curriculum to learners. After entering society, learners will be transformed into pre-school educators. Strengthening the knowledge of the curriculum at this time will help to strengthen the belief in learning at the ideological level and lay a firm foundation for the curriculum. In the in-depth learning stage, learners strengthen their understanding and grasp of the children's creative art curriculum to enrich their theoretical knowledge. In view of this, the teacher focuses on teaching the use of art materials and techniques, so that learners can master the implementation skills of the children's creative art curriculum. For example, the third chapter in the textbook *Children's Creative Art Techniques* discusses line drawing as the commonly used technique of creative painting, based on the perspective of lines, the combination of dots, lines, and surfaces, three primary colors of black, white, and grey, and other perspectives to analyze the expression of line drawing, examples from the textbook can be used to teach professional art skills to enrich the minds of the learners^[5]. In the stage of transferring and applying, learners comprehensively grasp the application of art materials and techniques in children's creative art curriculum. Additionally, taking integrated practice activities as the focus of teaching, teachers build diverse practice scaffolds for learners, prompting learners to apply theoretical knowledge to practice, and completing the learning process from shallow to deep and from simple to difficult.

(2) Organizing diversified activities

From the perspective of psychology, activities are the driving force of thinking development. Integrating thinking development into diversified activities can facilitate learners to know, improve, and transform themselves in the process of activities, which is a common path in college teaching ^[6]. In this regard, teachers actively carry out practical activities in children's art creativity courses (pointing to learners at the stage of migration and application). Firstly, teachers lead learners to explore and encourage them to visit kindergartens to understand the real development of young children, such as hands-on skills, imagination, creativity, emotional values, and so on. In the follow-up learning, learners will produce a variety of creative artworks according to the needs of young children, so as to ensure the professionalism and relevance of the works. Secondly, teachers organize regular "Children's Creative Artwork Competitions" for learners to demonstrate their learning outcomes. Thirdly, teachers apply for the provision of creative materials for school corridors and bulletin boards by learners of the children's creative art curriculum, which not only enhances learners' self-confidence but is environmentally friendly and money-saving. Practical activities can effectively make up for the inadequacies of the first classroom teaching, allowing learners to discover, analyze, and solve problems in practice.

By improving the teaching system, learners construct the knowledge structure of children's creative art curriculum with the support of whole-process education.

3.3. Optimizing the allocation of resources and promoting all-round education

Resource allocation is an important part of the teaching of children's creative art curriculum. Resource allocation here mainly refers to the proportion of teaching accounted for by internal and external resources. Teaching in colleges and universities is different from that in the compulsory education stage, which pays more attention to the cultivation of learners' social adaptability, hence resources outside the school occupy a certain proportion of teaching. Since the first classroom teaching assumes the role of the main position, the resource allocation of children's creative art curriculum encompasses 60% of in-school resources and 40% of out-of-school resources ^[7]. The above describes the use of in-school resources in detail, and the following mainly analyzes resource allocation from the perspective of out-of-school resources, so as to achieve an all-round education.

(1) Practical training and internship

Practical training and internship are an important part of the children's creative art curriculum. Unlike the practical activities in the first classroom, learners change from observers to practitioners, interacting and communicating with children in a real environment, and understanding from the feedback given by each other that the effective implementation of children's creative art curriculum lies not only in the use of art materials and techniques, but also in the creation of contexts, the organization of activities, and the development of appreciation and evaluation. Through real experiences and feelings, learners broaden their horizons and expand the breadth and depth of their thinking. In this regard, teachers build a platform for learners to conduct internships and practical training, such as cooperating with the community to carry out volunteer activities and forming a group of two people to visit the kindergartens in the region for 3–4 days a week for internships and practical training. One person is responsible for organizing children's creative art activities and leading them to produce artworks, while the other is responsible for video recording, observing children's performance, and filling in the Internship Record Sheet. In the following week, the two persons were switched and completed the corresponding tasks separately. One month later, the teacher conducted an exchange meeting on internship and practical training, using the interactive whiteboard to show the video recording of the learners' internship,

presenting the Internship Record Sheet, and guiding the learners to evaluate each other and summarize their strengths and weaknesses. In subsequent internships and practical training, learners start a new round of practical activities, drawing upon their previous experiences.

(2) Project research

Project research is an important means of developing learners' creative skills. By participating in projects, learners gain insight into market needs and trends and obtain the opportunity to create and design on their own^[8]. In this regard, teachers include learners in their research work and lead them to participate in projects. For example, when studying the project "The Impact of the Internet on Children's Creative Art Curriculum," teachers design three research tasks.

Task 1 involves investigating children's individual needs, such as "What types of art materials do they like" and "What are their favorite art techniques," and analyzing which materials and techniques are inspired by the Internet.

Task 2 is investigating the teaching and research methods of kindergarten teachers, such as "Whether they have participated in intelligent teaching and research" and "Whether they watch videos such as TikTok and Little Red Book, etc.," from which we can summarize the scope of the use of the Internet in the children's creative art curriculum.

Task 3 includes researching the results of the children's creative art curriculum, such as "What works were created," "What feelings were gained," etc., and judging the effectiveness of the implementation of the children's creative art curriculum based on children's enthusiasm and ability to participate. Learners will be assigned research tasks in small groups to strengthen their understanding of the children's creative art curriculum through practical research.

By optimizing the allocation of resources, learners will make progress on the level of awareness and external behavior, and develop a new understanding of the children's creative art curriculum, so that all-round education can be truly achieved.

4. Conclusion

To sum up, the concept of "Sanquan education" provides a development direction for the teaching of children's creative art curriculum, and plays an important role in cultivating learners' learning quality and practicing socialist values. Therefore, teachers should fully explore the connotation and characteristics of the concept of "Sanquan education," give full play to the advantages of "Sanquan education," and innovate the teaching path of children's creative art curriculum in all aspects. By establishing an information platform, improving the teaching system, and optimizing the allocation of resources, the children's creative art curriculum will be developed in a high-quality and efficient manner.

Disclosure statement

The author declares no conflict of interest.

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