

Discussion on Art Teaching Strategies of Kindergarten Teachers Based on Flipping Classroom

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Keywords: Flipping Classroom; Kindergarten Teachers; Art Teaching

Abstract: With the promotion of China's international status and rapid economic development, parents pay more and more attention to children's education. Culture and ability education is no longer the starting point of primary school, but constantly moving forward. Starting from 3-year-old children, parents carry out a series of preschool education for their children, with particular emphasis on their children's art learning. With the increasing demand, the number of art kindergartens in China has increased sharply to meet the needs of the market, and the demand for kindergarten teachers' art level has also increased. This study focuses on verifying the feasibility of the application of the flipped classroom model in art teaching of kindergarten teachers in vocational colleges. Through data analysis and action research, the flipped classroom model of art teaching in kindergarten teachers in vocational colleges is constantly improved, so as to ensure its effectiveness, which can not only enhance the ability of art application of preschool children, but also improve their ability of art application in preschool education, Ability in preschool art education.

1. Introduction

Influenced by the idea of early education and the idea of letting children win at the starting line, parents of young children attach great importance to cultivating their interest in art learning and art learning. Parents of children agree that it is more secure and cheap for children to learn art in kindergartens, and they are very happy to participate in art interest classes in kindergartens. As a result, a variety of preschool art learning institutions have developed actively, and many private English and Chinese kindergartens with their own characteristics have emerged. In this way, kindergartens' demand for preschool art teachers and preschool art assistants has increased dramatically [1-2].

Pre-school Education Specialty in vocational colleges is to train students with basic scientific and cultural qualities, good professional ethics, early childhood psychology, pedagogy and hygiene, modern educational technology application ability, art knowledge and related skills such as art, dance, vocal music, etc. Pre-school educators and skilled personnel who can engage in early childhood care and early childhood education with more systematic knowledge and educational skills [3-4]. It can be seen that, whether as a preschool art bishop teacher or an assistant teacher, listening and speaking ability, basic art knowledge and skills are more important. The purpose of preschool children's art learning must not be confined to theory, only through continuous practice can they acquire the skills of organizing kindergarten art teaching activities. Art teachers of preschool education specialty require children to have good professional qualities. On the basis of mastering five fields of kindergarten education activities, preschool education, preschool psychology knowledge and solid professional skills such as vocal music, dance, art and so on, they constantly improve art skills and learn and practice preschool art teaching [5-6].

2. Overview of the Teaching Model of Flipping Classroom Home

2.1 Definition of Flipping Classroom Teaching Model

Flipping classroom, also known as reversing classroom or reversing classroom teaching mode, refers to the transfer of the decision-making power of learning from teachers to young children.

Teachers upload teaching videos, lectures, e-books, courseware, etc. to the teaching platform before class and publish learning tasks. With the help of parents, children can independently plan learning content, style, progress and learning knowledge. In this way, through watching these materials before class to complete the tasks assigned by teachers, children can discuss with other students on the Internet or ask for help from teachers on the teaching platform, QQ group, Wechat group and so on. In class, Teachers can focus on problems that children don't understand or operate incorrectly, as well as other problems that are unclear. Knowledge can be passed by, and the effect of children's autonomous learning can be tested by questioning and testing, so that teachers can no longer occupy a large number of classes to teach knowledge, which can not only improve children's autonomous learning ability and analyze problems, solve problems, but also promote children's personalized learning and shorten teaching. The distance between teachers and children, children and children, so as to improve the quality of teaching and teaching effect of a new teaching mode[7-8].

2.2 The Characteristics of Flipping Classroom Teaching Model

(1) Subverting the traditional teaching process

Unlike traditional classroom learning, flip classroom pays more attention to children's autonomous learning ability, requiring children to use Internet information technology to learn new knowledge independently before class.

(2) Changes in the roles of teachers and children

In the traditional teaching mode, teachers often grasp the knowledge which is imparted to children by active choice, and children passively accept the knowledge chosen by teachers, which does not reflect the principal position of children. Flipping the classroom is to leave more time for children, so that children can give full play to their active learning ability both in the classroom, providing children with many opportunities for teamwork and communication, enhancing children's initiative, and making up for the shortcomings of traditional teaching mode.

(3) Change of teaching methods

Traditional teaching mode is limited by teaching methods, mainly concentrated in fixed places such as classrooms, remedial institutions, etc., relying on chalk and blackboard for teaching. The flip classroom uses Internet information technology to expand the teaching location to all over the world, and truly realizes learning at any time and anywhere. Children can receive classroom assignments arranged by teachers through the Internet, watch teachers'teaching videos at home, and search relevant knowledge points in time, and encounter problems that are not understood. Children can ask questions online or listen to teachers'teaching videos repeatedly to deepen their understanding of knowledge points. Achieved the dream of learning all over the world without leaving home, and accelerated the development of the information age.

2.3 Flip Classroom Status Quo

Pre-school Education Specialty in vocational colleges is to train students with basic scientific and cultural qualities, good professional ethics, early childhood psychology, pedagogy and hygiene, modern educational technology application ability, art knowledge and related skills such as art, dance, vocal music, etc. Pre-school educators and skilled personnel who can engage in early childhood care and early childhood education with more systematic knowledge and educational skills [9]. Thirty-two kindergartens and early childhood education institutions conducted a questionnaire survey. Thirty-two questionnaires were sent out and 32 were recovered with a recovery rate of 100%. Thirty-two valid questionnaires were valid with a validity rate of 100%. The survey of kindergartens and early education institutions on the ability requirements of preschool art bishop teachers and assistant teachers is shown in Figure 1.

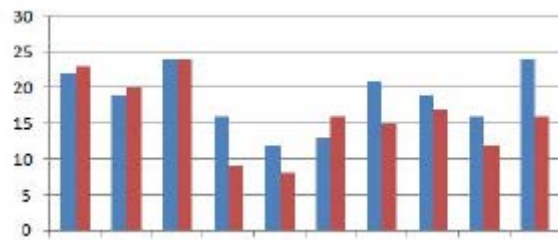


Fig 1: Competence requirements of preschool art teachers and assistant teachers

Turn over the classroom teaching process as shown in Table 1.

Table 1: Teaching Process of Fine Arts Flip Classroom in Kindergarten Teachers' Colleges.

Learning materials and Auxiliary tool	Child activity	Teacher activity
1. Video: (1) Dialogue demonstration and keypoints learning Video (2) teaching method learning Video (3) teaching example Video 2. Audio or video of related songs and songs	1. Children watch videos. 3. Discuss and learn from each other. 4. Read the dialogue and sing the songs. 5. read dialogue and ballad aloud. 6. Online via QQ and We Chat.	1. Check the effect of children's learning videos, read dialogue and songs aloud. 2. Answer questions online or face-to-face through QQ and We Chat.

3. The Strategy of Implementing Children's Art Flip Classroom Teaching

3.1 Innovation of teaching mode to enhance children's subjectivity consciousness

Educators in preschool schools need to constantly innovate the art teaching mode of preschool children and constantly enhance their subjective consciousness. For example, in preschool art classroom teaching curriculum, educators can let children become the main body of classroom teaching, that is to say, let children come to the podium to share with their classmates or directly share their understanding and mastery of a certain part of art knowledge, and then understand the inadequate and give some advice. To a large extent, it has changed the main position of children in the process of art classroom teaching, and has trained children's art thinking ability and expressive ability in the classroom, which is conducive to their better understanding and mastery of children's art theory knowledge[10].

3.2 Teaching Art Theory Knowledge with Information Technology

Now is the era of rapid development of information technology, preschool school educators should effectively combine existing information technology for preschool art theoretical knowledge teaching. In this way to promote children's understanding and mastery of art knowledge, and improve their art performance level. For example, preschool art teachers can use computer drawing software to draw technical images for children, so that children can more intuitively feel the characteristics of technical images, help them learn this part of the art knowledge points of techniques, but also more conducive to them when they draw technical images. Or with the help of other teaching videos on the network, children can learn more about some of the skills[11].

3.3 Make use of multimedia teaching facilities to activate classroom atmosphere

Nowadays, the development of multimedia teaching resources is more and more rapid, so educators in kindergarten schools can combine multimedia teaching resources to teach children's art, which is conducive to activate the dull atmosphere of the classroom. For example, in the classroom

to play video for children, activate the classroom atmosphere, arouse their interest and enthusiasm in learning art knowledge. Multimedia facilities can visually display the teaching content, and enhance the vividness and activity of the teaching form and content[12].

4. Conclusion

This paper analyses the application of the reversed classroom teaching mode in the art classroom teaching of children. The art teachers of children need to innovate the teaching mode, better integrate multimedia teaching resources, activate the classroom atmosphere, and improve the children's subjective consciousness. At the same time, children should actively cooperate with the classroom teaching, so as to effectively use the reversed classroom to improve the children's art core literacy and promote it. All-round development of their comprehensive quality.

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