

On the Value of Folk Art in Children's Art Education

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Abstract: Folk Art, Originated from the Working People, Has a Variety of Forms and Shapes. Therefore, Folk Art Plays an Important Role in Early Childhood Art Education. Children's Appreciation of Folk Art Works and Creation of Folk Art Works Can Effectively Improve Their Ability of Hands-on, Innovation, Aesthetic and Other Aspects. Based on This, This Paper First Summarizes the Theory of Folk Art, Then Discusses the Value of Folk Art in Early Childhood Art Education, and Finally Puts Forward the Effective Ways to Play the Value of Folk Art in Early Childhood Education, in Order to Provide New Ideas for the Follow-Up Research.

1. Introduction

1.1 Literature Review

With the development of the times, the world has formed a global integration. Therefore, education needs to focus on the cultivation of children's correct understanding of themselves in a multi-cultural context, and to correctly guide children to adapt to the interconnected and interdependent world (Gao, 2010). Early childhood education has the obligation to create a global vision for children, so that children can deeply understand the cultural background of their own society. Among them, folk art plays an important role in children's education. For example, fairy tales books commonly used by children's learning will also affect the formation of children's world outlook to a certain extent (Bi, 2012). At present, most early childhood education pays more attention to the infiltration of western culture. For example, compared with the Dragon Boat Festival, children now look forward to the arrival of Christmas, prefer snow white and dislike the great sage. This means that children's understanding of local culture is becoming more and more weak, unable to transmit and preserve the culture of their own nation. Folk art is an art produced with the struggle and integration with nature in the long history (Zeng, 2014). Folk art represents the thoughts and feelings of the working people. It is closely related to the life of the working people. Therefore, folk art has been given important significance since its birth. However, in the long history, folk art is gradually forgotten, which has attracted great attention of many folklorists and folk culture researchers (Yan, 2014).

1.2 Purpose of Research

Folk art can not only meet the life and aesthetic needs of Chinese working people, but also carry the spiritual yearning, national consciousness and emotional experience in a long history and culture. The most effective way to inherit folk traditional culture is to integrate traditional culture into education. Adding traditional cultural elements to kindergarten teaching can help children develop the feeling of loving Chinese culture from childhood, help children develop aesthetic taste and ability, and stimulate children's potential wisdom. Because people don't realize the importance of folk art to children's art education, kindergarten has not formed a systematic guide of folk art education. Therefore, in-depth study of the value of folk art in early childhood art education will help preschool teachers to correctly recognize the value of folk art. Only when preschool teachers have a correct cognition of folk art can they understand the importance of folk art to preschool art education more comprehensively, and provide appropriate theoretical support for folk art education.

2. An Overview of Related Theories of Folk Art

Folk art is a work created by working people according to their own preferences, such as paper cutting, paper dyeing, clay sculpture, batik and so on. Folk art represents the characteristics of national culture. National art has not only educational function, but also entertainment function. As folk art comes from the working people, it has universality and popularity (Chai, 2019). Folk art can reflect the national history and culture, and it is also the main part of Chinese art field and folk art tradition. Folk art mainly relies on family inheritance, and the tools are easy to find. Folk art, with the function of beautifying the environment and enriching people's activities, is widely used in daily life (Xie, 2010). Folk art has three basic characteristics. The first is primary. Folk art comes from the real life of the working people, which fully embodies people's demand and desire for life. The content of folk art is mostly the scene of working people's life, which fully embodies the coincidence of real life and folk art. The second characteristic is the extensive regional characteristic. Folk art is the depiction of Chinese people's life emotion. There are many nationalities with vast land in China. The living habits, national culture, human customs, religious beliefs and so on are different among all nationalities. Therefore, the folk arts of all nationalities are necessarily different. The third characteristic is the plain aesthetic characteristic. Folk art mostly comes from real life. It is a simple expression of truth, goodness and beauty in harmony with nature. Folk art is formed in the process of repeated adjustment of national aesthetics, and it is the desire of working people for a better life. The beauty and goodness of folk art are the most primitive and simple.

3. The Value of Folk Art in Children's Art Education

3.1 Developing Children's Brain and Developing Children's Innovation Ability

Folk art has the value of developing children's brain and cultivating children's innovation ability. Folk art mostly comes from real life, without exaggerated image. The unique bright colors of folk art can not only effectively cultivate children's aesthetic ability, but also enhance children's practical experience. Through participating in practical experience, we can effectively develop children's brain, and train children's hand and foot coordination. At the same time, the openness of folk art can fully develop children's innovation ability. Children have the nature of free will. Folk art plays an important role in cultivating children's creativity and innovation ability. The ease of operation of folk art can effectively cultivate children's artistic experience and emotional expression. It can not only cultivate children's practical ability, but also cultivate children's emotional expression.

3.2 With Social Education Value

As folk art is a culture derived from reality, it has social education value. Folk art usually runs through people's food, clothing, housing, transportation and other aspects. Not only that, a folk art may also run through a nation's history, music, music and other disciplines, so folk art can also penetrate into interdisciplinary activities (Xie, 2011). The introduction of folk art into the classroom can effectively promote the connection between art and life. For example, some people will make food into mascot shape, or dye or draw pictures on food, etc. Appliances used in daily life, such as bamboo articles, clay pots, farm implements and so on, can effectively carry the socialized education for children, and can also effectively expand the knowledge field of children.

3.3 Cultivate Children's Emotion

Folk art has the characteristics of nationality, originality and popularity. Folk art can fully reflect the national spirit and core values. Folk art education has not been paid enough attention. For a long time, art education is national. The content of art textbooks usually comes from the national representative art content, while the art content with folk characteristics is usually not compiled into art textbooks (Chai, 2015). People are usually more interested in the local art they live in, but they usually don't see the relevant local folk art content in art textbooks. Children's art teaching materials

should have the content that can feel the art in life, not just to learn the national unified art teaching materials. The art content that let children feel the same feelings can make children's memory more profound.

3.4 Cultivating Children's Aesthetic Sense

People's ability to recognize, appreciate and express beauty is usually called aesthetics. Folk art embodies the aesthetic concept, aesthetic emotion, aesthetic character and aesthetic ideal of the working people. The aesthetic way and law contained in folk art can help people to understand beauty correctly. Therefore, integrating folk art education into children's art education can effectively carry on children's aesthetic emotion, aesthetic experience and aesthetic education. Because folk art can find practical objects to carry out case teaching no matter from line, color or composition, so integrating folk art education into early childhood art education can effectively enrich the teaching content and form. The curriculum content with specific carrier can enrich children's art curriculum, and it is easier to carry out interdisciplinary game teaching.

4. The Way to Develop the Value of Folk Art in Early Childhood Education

4.1 Guide Children to Appreciate Folk Art Works and Cultivate Children's Sentiment

In the early childhood art education, we should increase the content of folk art appreciation, let children experience the visual and psychological experience brought by folk art, let children realize the beauty of folk art and fall in love with folk art. There are many kinds of Chinese folk art and colorful patterns, which have a certain degree of aesthetic value. Through the selection of folk art with local characteristics to let children enjoy can cultivate children's sentiment, play the role of artistic edification. For example, let children enjoy the art of paper-cut. The art of paper-cut has bright colors. Children can feel the simple and passionate celebration through the art of paper-cut dominated by red. We can also feel the wisdom of the people from the complex and beautiful paper-cut modeling.

4.2 Making Full Use of the Essence of Folk Art and Innovating the Way of Children's Art Education

There are many nationalities in China, so there are many kinds of folk arts which are derived from them. Folk art has strong regional and national characteristics, and its artistic value is also diversified. In the folk art education for children, we can choose popular and easy to understand folk art content for teaching. At the same time, we should also select positive and good folk art works for teaching, so that children have a deeper understanding of folk art. For example, folk clay sculpture, folk paper-cut and other folk arts can enhance the flexibility of children's hands by playing with mud, while folk paper-cut can effectively cultivate children's thinking imagination and creativity.

4.3 Strengthen the Construction of Art Teachers for Children and Improve the Quality of Teaching

Whether folk art can play its value in preschool art education is closely related to preschool art teachers. The quality and ability of preschool art teachers determine the success of folk art education. Preschool art teachers should have advanced educational ideas, so that they can better choose the corresponding teaching content and teaching methods to teach children. Therefore, kindergarten should strengthen the training of kindergarten art teachers. First of all, kindergarten should strengthen the training of preschool art teachers' psychology, pedagogy and other related content, so as to lay a solid theoretical foundation for preschool education. Secondly, kindergartens should strengthen the training of children's art teachers' perception of folk art and folk culture, constantly improve the professional ability and comprehensive quality of children's art teachers, so that children's art teachers can build a curriculum system suitable for children's development, so as to improve children's art quality.

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