

Theoretical Construction and Practical Approach of Child Creation Education

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Abstract: Child creation education is the preschool education in which educators awaken children's creative potential, inspire their creative intentions, develop their creative thinking, train their creative behaviors, and shape their creative personality based on the basic principles of creation and the law of children's creative psychology in the process of implementing quality education. The development of child creation education is closely related to the future of innovative talent pool, the improvement of quality education, and the implementation of science and technology power. On the basis of summarizing and analyzing the previous study results, this paper analyzes the current situation and existing problems of preschool education, especially child education, expounds the background, essence and significance of child creation education, and puts forward in detail the theoretical construction of child creation education and its practical approaches. The research results of this paper provide a reference for further improving the level of child creation education.

1. Introduction

Children's nature has a strong desire to create; as long as they pay attention to the induction in education and let the children practice and explore, they will cultivate the creative ability, so that the children will eventually become outstanding talents that meet the requirements of the times. Child creation education is the preschool education in which educators awaken children's creative potential, inspire their creative intentions, develop their creative thinking, train their creative behaviors, and shape their creative personality based on the basic principles of creation and the law of children's creative psychology in the process of implementing quality education. Innovative education develops children's intelligence, develops their intelligence, edifies their temperament, and exercises their will. This encourages children to think about problems with their brains, and cultivates their ability to think independently and their ability to work independently, thus breaking the traditional education model and develops their creative ability through the use of both hands and minds. The development of child creation education is related to the future of innovative talent pool, the improvement of quality education, and the implementation of science and technology power [1].

The traditional view of students believes that children are ignorant and incapable; therefore, teachers' teaching activities are always in a hurry and they are afraid to let their children carry out independent learning activities. The classroom design always starts from teachers' own perspectives and ignores the children's cognitive level, and such teaching is inefficient. Traditional symbolic teaching is separated from the vibrant world and rich and colorful life experiences. Children often know the unspeakable dogma and the incomplete world. They should actively explore the link between symbolic cognition and life [2]. Coordination, an effective way to combine subject teaching with children's activities, insist on using pictures to express situations, use music to set off situations, perform feelings in performances, present situations in life, experience situations in games, and connect to situations in the network to make classroom teaching full of vitality. The idea of creation education research can be summarized as starting from the relationship between education and social development and from the relationship between education and children's physical and mental development. The former has a large number of researches and a high level of research; in contrast, the latter is very poor. We can focus on exploring the age characteristics and general rules of children's creative psychological development, not only to fill the gaps in the study of creative psychology in children's psychology, but also to improve the pertinence of creation

education.

On the basis of summarizing and analyzing the previous study results, this paper analyzes the current situation and existing problems of preschool education, especially child education, expounds the background, essential connotation and significance of child creation education, and puts forward in detail the theoretical construction of child creation education and its practical approaches; the results of this study provide a reference for further improving the level of child creation education. The detailed chapters are organized as follows: Section 2 introduces the theoretical construction of child creation education; Section 3 presents the practical approach for child creation education; Section 4 is the conclusion.

2. Theoretical Construction of Child Creation Education

Creation education requires liberating children's mouths, liberating children's time, liberating children's space, enabling children to obtain full freedom, observing and practicing in nature and in large society, forming the ability to analyze and solve problems, edifying sentiment, and practicing their will; creation education also requires providing adequate nutrition for children, including a healthy body, a clear mind, profound knowledge, a desire to create, a strong will and a critical spirit; and fostering good habits of children to better learn and use their creativity; teaching students in accordance with their aptitude, and adopting targeted education based on their different interests, hobbies, and expertise to develop their individuality and make their creativity fully utilized. There are four basic characteristics of creation education thought: democracy, requiring creation education to include democratic education, humanistic spirit, and personality education; science, requiring creation education to be based on science education; exploratory, requiring creation education to train educator's creation; practical, the ultimate goal of creating education is to form human practical ability and entrepreneurial spirit.

One of the most important manifestations of children's psychology is curiosity. This is a child's wisdom because it can drive children to explore and is the basic driving force for child creation education. When a child is curious about the external things he or she is exposed to, his or her brain will have its own unique ideas. Through these unique ideas, children will automatically observe and explore new things, accompanied by it is the imagination brought by this innateness. What teachers can do is to give children a reasonable and reasonable material environment and material materials throughout the process, to stimulate their curiosity to explore and to protect this naive that belongs to them, not to attack their curiosity [3].

Preschool children's thinking is still in the stage of intuitive image thinking. They can only rely on visually imagined images and materials to build their own thinking. Therefore, the development of child creation thinking can only be achieved through practical trials and practice tests which closer to reality. In fact, the essence of children's creativity is that children continue to sum up experience, try, find ways to solve problems, and expand their thinking in repeated practice and operation. The cultivation of creation ability is the requirement of the curriculum standard, and the requirements of the times are also the inevitable trend of teaching development. In the teaching, creation education combines teaching content, teaching process, teaching evaluation and other factors to continuously cultivate students' autonomy and creativity. It focuses on developing students' intelligence and abilities, allowing students to learn automatically. Also, it attaches great importance to the cultivation of students' ability to observe and think independently. Creation education has promoted the cooperation between students, and the cooperation between teachers has also played a huge role. The discussion and communication and the cultivation of organizational expression skills have certain practical significance for children to deal with interpersonal relationships.

Childhood is a very creative era during which children are often not constrained by the relationship between time and space, rules and regulations, and are also not restricted by customers. Thus, their thinking is bold, free and creative. The training helps to improve children's creative quality. To develop children's creativity, education must first liberate children's minds from superstition, stereotypes, misinterpretations, and fantasies. Therefore, creating a free and pleasant

psychological space can make children's moods relaxed and happy, without feeling of depression, so that they can easily form a sense of innovation in the constant interaction with the surrounding environment. The development of young children's thinking is first of all to develop their ability to see and observe, enriching their thoughts through visual perception of the world around them. The task of the educator is to let the students perceive the most subtle differences and changes in things and phenomena, to think about various causal connections, and to make the phenomenon of nature and social life the main object of student thinking.

3. Practical Approach for Child Creation Education

From the perspective of the mechanism of child creation education, to achieve innovative education, we must first adhere to the development of human subjectivity, stimulate children's problem awareness through the creation of a free environment; in terms of knowledge, we must guide children to learn and explore meaningful and diverse knowledge. The practical approach for child creation education is shown in Figure 1. Adhere to the principle of value neutrality of knowledge and create an academic atmosphere of equality and contention; in the sense of intuition, we must strive to create internal and external conditions, and enhance children's ability to capture inspiration through practice and loneliness [4]. A major focus of creation education is to create educational tools, and a teaching method is difficult to fully adapt to all children. Teachers need to use a variety of innovative teaching methods in teaching activities to ensure that every child can have a print activity. The common methods of teaching, such as self-exploration method, interest-guided method, problem-exploration method, cooperative exploration method, and inference, and other methods, can be greatly improved according to the actual situation of children, which will greatly improve the quality of teaching activities.

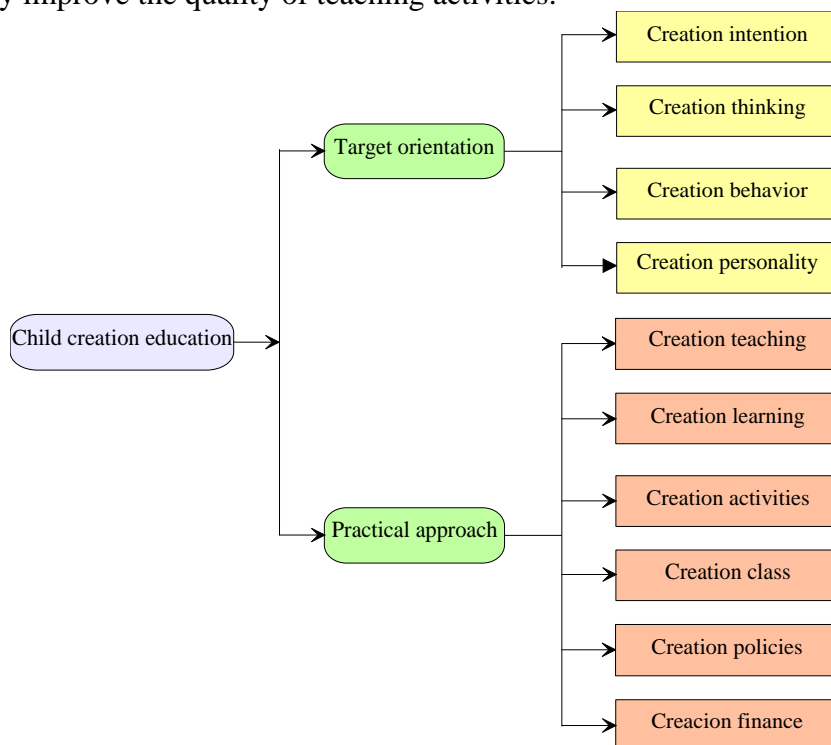


Figure 1 Practical approach for child creation education

A good teacher is not teaching the knowledge in books, nor teaching students, but teaching students how to learn, how to study, how to create, and teaching students scientific methods; teachers also should pay attention to adopting diverse modes for educating. It is in line with the characteristics of students' physical and mental development, and stimulates students' interest in writing; a balanced bridge should be constructed between students and teachers. Teachers should adopt appropriate teaching methods to promote children's better learning and creation, recognize their role in the teaching process, and aim at them. For example, through manual activities,

children's imagination can be fully utilized, their interest in learning can be stimulated, children can actively explore, and they can try boldly, discover problems from them, and succeed and be happy by thinking and asking more. For the success of young children, teachers should be commended for their efforts, improve their enthusiasm, and develop their ability to analyze and solve problems independently, thus enhancing the creativity of young children.

The commentary session is a wonderful moment for children to share, and teachers should pay attention to the commentary. Every child has his or her own personality and ability. The teacher should evaluate the children's works from their perspective, pay attention to the child's personal level, and discover the bright spots in the works. Young children like to express themselves. Every time they finish a piece of work, they will show it to everyone and hope to be sure. Therefore, teachers should recognize and praise the children's works, and can also evaluate them from the perspective of young children, or let the children evaluate themselves. In teaching activities, teachers often stimulate students' interest through appreciation; but once they become models, they will imprison students' thinking, which leads students to practice mainly when they practice, thus making teaching a rigid method of heavy techniques and light learning. Teaching; solving the contradiction between the Abstraction of teaching and the development level of students' thinking, often requires the use of life practice; teachers should intervene as little as possible in the creative process of students, and pay attention to the emotional experience of students in the creative process rather than paying too much attention to the results of creation [5].

Focus on shaping agility or Abstraction, profoundness or refinement, critical thinking quality, that is, quick response when thinking about problems, strong logical Abstraction ability, good at independent thinking, dialectical analysis of problems and choices. Among these qualities of thinking, the most difficult thing to shape is the spirit of critical questioning. The environment that affects creation education generally includes the school environment, family environment, and social environment. School is the main place for primary and secondary school students to study and live. The core of creation education is to cultivate students' creation ability, and the core of creative ability is creative thinking. Early childhood education basically adopts the traditional mode of indoor education, but the nature is extremely broad. Therefore, it is necessary to increase the opportunities for children to contact with nature and provide them with a broader platform. The time to liberate the children nowadays parents pay great attention to the quality education of the children, but too much training makes the children less and less disposable, which will cause the children to lose interest in learning and benefit the development of the children. Therefore, to liberate the children Time, give them time and space for free development.

4. Conclusions

Child creation education is the preschool education in which educators awaken children's creative potential, inspire their creative intentions, develop their creative thinking, train their creative behaviors, and shape their creative personality based on the basic principles of creation and the law of children's creative psychology in the process of implementing quality education. The development of Child creation education is closely related to the future of innovative talent pool, the improvement of quality education, and the implementation of science and technology power. Creation education combines teaching content, teaching process, teaching evaluation and other factors to continuously cultivate students' autonomy and creativity; it focuses on developing students' intelligence and ability, allowing students to learn automatically. Teachers should pay attention to adopting a variety of teaching modes for teaching, which is in line with the characteristics of students' physical and mental development, and stimulate students' interest in writing. A balanced bridge should be constructed between students and teachers. Teachers should adopt appropriate teaching methods to promote students' better learning and creation. The role of oneself in the teaching process is targeted at teaching. Child creation education should focus on agility or Abstraction, profoundness or refinement, and critical thinking quality, that is, quick response when thinking about problems, strong logical Abstraction ability, good at independent thinking, dialectical analysis of problems and choices.

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