

How to Introduce Creative Thinking into Primary School Art Class

Lin Zhou *

Adamson University, Manila, Philippines

* Corresponding author Email: 184187731@qq.com

Abstract: Today's primary school art class, its primary task is not painting works, the key is to cultivate students' innovative ability and creative thinking. People often say that the same is not beautiful, beauty is unique, it needs to be constantly created. So how to introduce creative thinking into primary school art class is an important link in the development of contemporary primary school aesthetic education. If we want to cultivate talents with creative thinking, we should start from art class. This paper first expounds what is creative thinking, then puts forward the problems existing in the art classroom in primary school, and finally gives the methods of cultivating students' creative thinking.

Keywords: Creativity; Primary School Art Class; Innovation Ability.

1. Introduction

In recent years, the state attaches great importance to quality education and promotes the continuous optimization of quality education. Regular course training of teachers is a new opportunity and challenge for primary school art education. Teachers as the primary school art class guide, to a large extent will affect the children's judgment, cognitive ability. Thinking activity, so how teachers should tap children's creative thinking, it is particularly important.

2. What is Creative Thinking?

Throughout the ancient and modern figures, the understanding of creativity is different, but the whole is the same. Such as: full of vitality into Jun, day workers Qiao day for new. From Zhao Yi's "Poetry", the meaning of the poem is that nature and human society are constantly growing and developing, and the natural ghost axes of nature and the products under the clever works of human beings are emerging every day, one after another. As Peter Drucker said, innovation is the creation of a resource.

Creative thinking is a kind of advanced and complex thinking, a pioneering thinking of exploring unknown things, and a kind of thinking with its own characteristics and creativity, that is, a thinking activity that opens up new fields of human cognition and creates new achievements of human cognition. Creative thinking is a high-level psychological activity based on the ability of perception, memory, thinking, association and understanding, and characterized by comprehensiveness, exploration and novelty, which requires people to pay hard mental work. Creative thinking ability can only be possessed through long-term accumulation of knowledge and sharpening of quality. As for the process of creative thinking, it is inseparable from a variety of reasoning, imagination, association, intuition and other thinking activities.

Primary school students are in the most active stage of development of thinking, through the correct guidance, will form students' creative thinking. Among many subjects, the openness and freedom of art class in primary school can most stimulate students' creative thinking, so the training of

creative thinking is the easiest to achieve in art class in primary school.

3. In the Process of Cultivating Creative Thinking, what are the Problems Existing in the Primary School Art Classroom?

Primary art class participants include art teachers, students, parents. Therefore, I will start from the above three aspects to analyze the problems existing in the primary school art classroom.

1. Limitations of art teachers' own level. Some teachers are older and less exposed to new things. They generally explain according to textbooks and seldom dig the depth of knowledge. Art includes painting and art history, which correspond to different historical eras, and the historical theories derived behind it are worthy of discussion and explanation. However, teachers rarely explain history theories and other contents, resulting in boring classes. They only give students a few representative works without specific interpretation, which fails to stimulate students' exploration ability, let alone stimulate their creative ability.

2. Students participate in off-campus art training, which is mostly based on copying. Most off-campus institutions are named after creative art, which is actually the application of comprehensive materials such as painting. The uniform picture thousands of times leads to the solidification of students' thinking, forming the idea that "like" is beautiful and "like" is "right". Long-term training has wiped out students' creative ability. As a result, students do not love to use their brains and are lazy to use their brains.

3. As the third participant in the primary school art class, although parents do not directly participate in the classroom learning, they are actually the main contributor to the class work. In particular, the lower grade students, the practical ability is weak. Parents are the practitioners of home art homework, but most of the parents are non-art majors, homework is through the Internet search, copy and complete. As a result, the works submitted lack of students' subjective creativity, long-term development, so that students rely on parents to complete the homework, stifle students' subjective

exploration ability, and thus, is not conducive to the formation of creative thinking.

4. Methods of Cultivating Students' Creative Thinking in Art Teaching Activities in Primary School

Creative thinking can be inspired by different courses, but art class, as the most open and free, is the most conducive to inspiration. Therefore, it is necessary for teachers, parents and students to cooperate in various aspects and achieve it step by step. So, in the primary school art class, we should cultivate students' creative thinking through the following aspects:

1. Seek different solutions to common problems and individual problems to cultivate students' individualized development

In art teaching activities, teachers, as the first guide, shoulder an important mission. How to guide students to develop artistic creation has become a difficult point in teachers' teaching. Due to the imbalance of students' physical and mental development, it is difficult to carry out teaching work. Some students love painting, some students do not love painting, these are often encountered in the teaching process. So as a teacher, we must find ways to solve the problem of commonness and individuality. Artistic creation is a practical activity based on appreciation and supplemented by creation, so an inspiring art appreciation class is particularly important. For example, when appreciating Van Gogh's masterpiece *Starry Night*, the teacher should explain the painting elements, colors and creative techniques, which is to solve the problem of commonality. After that, to give questions, looking for answers to the student's personality, you can refer to questions such as: If you would choose what color scheme and why? Guide students to think, let students take the initiative to speak their own opinions, and according to the answers of students, personal explanation, so as to promote the personalized development of students, conducive to the development of students' creative thinking.

2. Use multimedia technology to take students to see the exhibition "cloud"

In today's globalization, various forms of art exhibitions can be seen everywhere in the world. With the intervention of various translation software, exhibitions in any language can be easily interpreted. Online exhibitions have become the mainstream trend of this era, and art exhibitions can also be viewed online, which plays a finishing role in art classes. Students can get visual enjoyment from the exhibition, thus opening the imagination of students, so, reasonable use of multimedia technology, the art exhibition into the classroom, into the classroom. 3 thousand miles, take students "out" of the classroom

3. As the ancients say: Read ten thousand books, travel ten thousand miles. The knowledge brought by books is abstract, while the knowledge brought by traveling thousands of miles is concrete and real. Everything in the world, the cycle of four seasons, each season has its own characteristics, should take students out of the classroom more, feel life, find the beauty in life, through contact with everything to trigger students' perception ability, so as to build students' imagination, trigger students' creativity. For example, observing the leaves, the changes in color of the leaves in different seasons, and the forms of different leaves are different, students through

observation and teachers' reasonable guidance will trigger students' active thinking, thinking will create miracles, and creative thinking will be formed. So, taking students out of the classroom is critical.

5. Conclusion

The cultivation of creative thinking is not done overnight, but step by step. Grasp the advantages of art class, starting from the foundation, starting from the lower grade students, from simple to difficult, from the inside to the outside. At the same time, this also needs the comprehensive cooperation of schools, teachers, parents, and students in one, for a long time, the effect will naturally be revealed, and then the difficult road, a little bit to go on, will eventually reach the other side, only perseverance, can lead to the stars.

References

- [1] Yang Guojie. Research on primary school art teaching picture books based on the cultivation of innovative thinking [J]. New Curriculum, 2020 (48): 106.
- [2] Zhang Xu. Innovative thinking and team spirit of middle school students in art and handicraft class in primary school Literacy and Computing, 2020 (24): 21+23.
- [3] Wei Xia. Starting from cultivating students' creative thinking, create an art life class [J]. Journal of Science, 2020 (16) : 145-146. (in Chinese)
- [4] Hu Xiaohong. (2016). Teaching: Teaching Strategies for Cultivating Creative Thinking --- Based on the teaching observation of Female Studies at the University of Michigan. Foreign Education Research, 43 (3), 12.
- [5] Wang Feng, & Zhang Guoquan, (2022). Cultivating Students' Higher order thinking ability based on project-based learning: A case study of "Maximum length and area of bases". Friends of Physics, 38(7), 4.
- [6] Frith Karen H.. (2023). Technologies Can Promote Classroom Engagement[J]. Nursing Education Perspectives,44(2).
- [7] Gelman Andrew(2023). "Two Truths and a Lie" as a Class-Participation Activity[J]. The American Statistician,77(1).
- [8] Cheung Rebecca. Y. M. Monica M. Jackman (2022). Mindfulness for Preschool and Kindergarten: The Open Mind Program to Boost Social-Emotional Learning and Classroom Engagement. New Harbinger Publications, Inc., Oakland, CA,280 pp[J]. Mindfulness,14(1).
- [9] Riner Ashley, Hur Jung Won,Kohlmeier Jada(2022). Virtual Reality Integration in Social Studies Classroom: Impact on Student Knowledge, Classroom Engagement, and Historical Empathy Development[J]. Journal of Educational Technology Systems,51(2).
- [10] Zhou(2022). What is the Cost of Silence: Examining the Drawbacks of the In-class Participation Grading Method in American K-12 Schools[J]. Journal of Humanities and Social Sciences Studies,4(3).
- [11] He Yanting. (2007). How to cultivate college students' Creative thinking in classroom teaching. Scientific and Technological Information Development and Economy, 017 (017), 252-253.
- [12] Kundu Arnab, Bej Tripti, Dey Kedar Nath (2021). Time to grow efficacious: effect of teacher efficacy on students' classroom engagement[J]. SN Social Sciences,1(11).
- [13] Kong Yangtao. (2021). The Role of Experiential Learning on Students' Motivation and Classroom Engagement[J]. Frontiers in Psychology,12.