

The Need for Intervention of Art Education in the Pre-school Education System

-- An example of pre-school drama education

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Abstract: The preschool stage is considered the most critical period in a child's development and has a crucial impact on his or her overall development. During this stage, children rapidly develop their cognitive, emotional, social, and language skills, making it crucial to provide them with rich and varied educational experiences. Art education plays an important role in preschool education, not only stimulating children's imagination and creativity, but also promoting the development of their emotional expression and social skills. The characteristics of preschool education – playfulness, experience, and fun – align well with the philosophy of art education. In July 2001, the Ministry of Education issued the Guidelines for Kindergarten Education (for Trial Implementation), which outlined five key areas of focus: health, language, society, science, and art. These guidelines describe the goals, content, and requirements for each area, including art education. Through art education, children can express their thoughts and feelings using their bodies, voices, colors, and other means, thereby better understanding the world and interacting with others. Then the purpose of this paper is to discuss the position and role of art education in the preschool education system and the influence of art education on the comprehensive development of preschool children. By analyzing preschool drama education and taking the physical drama "Snipe - Clam - Fish" as an example, it reveals the necessity of art education in preschool education and provides theoretical support and practical reference for preschool education practice.

Keywords: Artistry, Preschool, Theater Education.

1. Introduction

Pre-school drama education refers to the educational method of guiding children to participate in drama activities through drama performances, role-playing, drama games and other forms in order to promote their comprehensive development at the pre-school age. It can be seen that theater is a comprehensive art form that combines poetry (literature), music, painting, sculpture, architecture, and dance. That is to say, in the art of theater, it contains the means of expression of various styles of art, and integrates them together to become an independent style of art [2]. Its comprehensive characteristics include: playfulness and fun (the interpretation of the drama itself can be carried out in the form of games, such as role-playing, during which children can be interested in the drama itself and stimulate their desire to express themselves); physical participation and performance (the drama requires children to cooperate with each other through physical and verbal interaction in order to complete the overall plot); emotional expression and comprehension (the plot of the drama requires children to speculate, understand and present their own ideas); cooperation and teamwork (the drama requires each character to cooperate and communicate with each other to complete the performance). Emotional expression and understanding (the plot of a play requires children to interpret and present their own ideas); Cooperation and teamwork (the performance of a play requires each character to cooperate and communicate with each other to complete the play).

2. Impact of Preschool Drama Education on Child Development

Arts education is not only a form of recreation and leisure for children, but also involves many aspects of children's aesthetic, creative and social communication abilities, and is an indispensable part of their overall development.

2.1. Ability to Express Themselves in Their Mother Tongue

Children between the ages of 3 and 6 are themselves highly imaginative and expressive [3]. Especially with language, children at this age are more likely to talk, repeat and transform what they hear. Children develop their imagination and make associations and reflections about real life, which they express and summarize in their language. Participation in drama stimulates children's desire to express themselves and helps them to enrich their vocabulary and improve their organizational and expressive skills. Through role-playing and situational simulation, children learn to use language to describe scenes, express emotions and communicate ideas, thus promoting the development of language skills.

2.2. Cognitive Abilities

Huang Kai believes that according to the multiple developmental theories of Piaget, Vygotsky and other psychologists, analyzes the role of children's drama on the cognitive development of young children, and points out that children's drama will have different impacts at different age stages of young children, especially in favor of the development of young children's minds and the acquisition of

key experiences[4]. Drama education fosters children's subjective initiative through role-playing and communication, encouraging them to actively identify, solve, and reflect upon problems.

2.3. Aesthetic Ability

Through participation in theater activities, children are exposed to a variety of artistic elements, including music, dance, acting and costumes, thus developing their ability to perceive and appreciate beauty. They are able to feel the presence of beauty, experience the joy of beauty, and develop a sensitivity to and interest in beauty in the process of watching, participating in, and creating theatrical works.

3. Drama Case Study: Children's Physical Drama "Snipe - Clam - Fish"

In the next section, we will analyze the introduction and characteristics of the children's physical play "Snipe - Clam - Fish", mainly through the influence of this art work on children themselves and how pre-school drama education can make secondary creations on it to transform the children who are the viewers to become the main body of the play, thus further sublimating the pre-school drama education, and also further developing the pre-school art education. Pre-school art education.



Figure 1. Children's physical theater "Snipe - Clam - Fish" Drama Photos

3.1. Introduction to the Repertoire

The play is based on a very famous Chinese idiom story "Snipe and Mussel Struggle, Fisherman Gets Benefit". It originated from the Warring States period, when the state of Zhao was about to attack the state of Yan. On behalf of the king of Yan, Su, a strategist, persuaded the king of Zhao that attacking the state of Yan would only be "snipe and clam fighting", and that in the end, the state of Qin would only be "fishing for the benefit of the owner". The story tells us that under the complicated and contradictory circumstances of war, we must understand clearly who the real enemy is. The children's play "The Snipe and the Mussel and the Fish" staged by the China Children's Art Theatre is a bold and innovative extension of the traditional fable "The Snipe and the Mussel Strike at Each Other and the Fisherman Gets the Benefit".

The fisherman and his wife lived by a small river, the fisherman fished for a living, the fisherman had a wife, the fisherwoman, and they needed to catch a lot of fish every day if they were to live a good life. One day, the fisherwoman was not happy that the fisherman did not catch a lot of fish, so she

drove the fisherman back to the creek so that he could continue fishing. In order to please his wife, the fisherman, in addition to fishing, also wanted to catch snipes and mussels to give to his wife, but did not succeed snipes and mussels in order to fight for a fish, the two also argued, entangled, by the side of the fisherman who watched to see the profit, easily caught them both. But, unexpectedly, when the fisherman returned home, the fisherwoman argued with him, resulting in snipes and mussels were able to escape, "snipes and mussels, the fisherman gained," but the fisherman and his wife argued, resulting in what? Back in the creek the snipe and mussel live in peace and no longer fight.

Aimed at a younger audience, where the ending is flipped: the snipe and the fisherman, what if the fisherman and the couple are fighting each other? Who gains? The question implied by this unexpected development not only increases the fun and drama of the work, but also strengthens and sublimates the theme, making its call for "harmonious living" self-evident, and figuratively allowing children to understand the importance of living in harmony.

3.2. Secondary Creation of the Children's Physical Theater "Snipe - Clam - Fish" (in the Direction of Pre-school Theater)

This children's play mainly conveys the meaning through physical movements, in this play, for the fisherman, the fisherwoman, the snipe, the mussel, the fish, every movement, the artists have made a careful design, there are both exaggerated external movements, but also delicate and rich in the heart movement. According to the above analysis, we need to change the main body of this children's play for secondary creation, we will take the children as the main body of the performance to better combine with our pre-school art education and make a reference to it.

First of all, increase interactive characters: introduce interactive characters, such as introducing an educator or director role (e.g. a character from God's perspective) to interact with preschoolers and guide them to participate in the performance and understanding of the story; emphasize body language and movement: enhance the expression of exaggerated body language and movement according to the characteristics of preschoolers, for example, "When the fisherman saw a pearl in the clam, he imagined that his wife was happy to hold the pearl, and wanted to get the pearl and catch the clam". For example, when the fisherman sees a pearl in the clam, he imagines that his wife is holding the pearl happily, and he wants to get the pearl and catch the clam." The happy expression needs to be portrayed with exaggerated facial expressions and physical movements such as jumping up and down or clapping; emphasize on the integration of educational elements: Integrate the contents of pre-school education into the story, for example, to demonstrate the values of friendship, teamwork and sharing through the interaction of the characters or to demonstrate simple learning contents through the storyline. For example, through the interaction of characters to demonstrate the values of friendship, teamwork and sharing, or through the storyline to show simple learning content, such as colors, shapes, numbers, and so on. For example, "the fish puppet is danced by a human being, flexible and free, fully displaying the characteristics of fish. The mussel puppet is simple and natural, vividly interpreting the characteristics of the mussel" can let preschoolers know what kind of fish is, where it lives, how it moves and other related knowledge to further enrich

preschool education; Add music and sound effects: Introduce music and sound effects suitable for preschoolers to make the story more attractive and interesting. The "unfolding of the martial arts play" can be arranged for traditional martial arts teachers to carry out professional training and teaching of voice, stage, form and expression can also be used in the Peking Opera martial arts play presentation to further let preschool children feel the traditional Chinese culture.

4. Conclusion

Drama is an indispensable part of children's growth experience, it is more like a brief microcosm of a person's life with hundreds of excellent theatrical works of art to condense the different moments of each person's life, can let the growing children understand the colorfulness of life and the uniqueness of life to choose their own state of life. In the process of pre-school drama education, children can learn a lot of humanities, science, language and other related knowledge that can not be learned in the standard textbooks, which can better build the foundation for future learning. In conclusion, drama is an important and indispensable part of art education. After analyzing the preschool drama education, we can better illustrate that preschool art education plays an important role in the education of preschool children, and in the future development, we need to pay attention to the balanced development of each discipline of art education and strengthen the comprehensive development of the discipline, and create a community of disciplinary research, so that each art research can complement each other and share each other. We need to build a community of disciplinary research so that

each art study can complement each other and share the same knowledge with each other. To find the principles of art education and carry out innovative development, we should insist on keeping abreast of the times, searching for new propositions and carrying out new research based on the perspective of the change of the times, and promoting the new development of art education research for preschool majors.

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