

The Dilemma and Practice Path of Kindergarten Life Aesthetic Education

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Abstract: Aesthetic education is closely related to children's life. Aesthetic education comes from children's aesthetic life, but it is not equal to the simple repetition of children's daily life. The ultimate goal of aesthetic education is to improve children's life quality and life value. Currently, the Kindergarten life aesthetic education has certain difficulties, which are manifested as the limitation of the content of aesthetic education, the mechanical method of aesthetic education and the deviation of the environment of aesthetic education. To explore the multi-dimensional practice path of Kindergarten life aesthetic education, we should free children's eyes to find beauty, free children's hands to create beauty, and free children's space and time to appreciate beauty.

Keywords: Kindergarten life aesthetic education; The Dilemma; Practice path

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Introduction

Children love beauty, "3-6 years old children's learning and development Guide" pointed out that "every child has a seed of beauty in his heart", and stressed that "in the nature and social and cultural life of the germination of children's feelings and experiences of beauty."^[1] The concept that "children's aesthetic education should be based on their experience and life" is widely recognized in the preschool education circle at present, but many preschool teachers do not understand the concept of "life aesthetic education" and do not really clear the relationship between children's aesthetic education and life, which leads to deviations in the development of aesthetic education activities in kindergartens.

1. The relationship between children's aesthetic education and children's life

1.1 Aesthetic education comes from aesthetic life

Children's aesthetic education comes from aesthetic life, and aesthetic education should draw nutrients from life. Children can obtain endless aesthetic resources in the vivid natural life and human life. Nature contains a wealth of aesthetic forms, Zhuangzi said: "heaven and earth have great beauty without words", children can feel the beauty of the four seasons in the flowers and trees, in the birds and animals to see the dynamic beauty, in the mountains and lakes, rain and snow, vast stars and other gesture of thousands of beauty, experience as the son of nature. The 5,000 years of civilization in China has created the beauty of humanity with full charm. How lucky are our children to inherit the rhythmic beauty of traditional ballads, the dynamic beauty of traditional games, and the charm of traditional festivals. The current scientific and technological progress provides children with the opportunity to feel the beauty of modern life. It can also broaden and break the geographical and time boundaries of aesthetic education through multimedia and the Internet.

1.2 Aesthetic education is not equal to the simple repetition of daily life

Children's aesthetic promotion rely on life and experience, but aesthetic education is not a copy of daily life again. Children are creatures full of curiosity and imagination, they expect and desire to see new things. Aesthetic education is afraid of simple repetition, which leads to children's aesthetic fatigue. "New" and "interesting" are the feelings that children have been chasing in the process of aesthetic education, and this pursuit of beauty reflects children's love for life. Of course, this does not mean that the aesthetic education environment or content we provide for children should blindly seek novelty and novelty. From the perspective of genetic epistemology, all objects that can attract people's attention have a certain degree of familiarity, otherwise they cannot enter people's cognitive system^[2]. Novelty perceived by children must be related to their experience and life.

1.3 The ultimate goal of aesthetic education is to improve the life value of children

Life without "beauty" is a disaster, "beauty" can not feed life is also a pity, then, the ultimate direction of children's aesthetic education is to return to life, guide children to treat life with a sense of beauty, in order to improve children's quality of life. Children are naturally active and have strong curiosity, which can fully release their nature in aesthetic education. Moreover, children's aesthetic education not only exists in kindergarten life, but also permeates family life and community life. It is a lifelong aesthetic education that crosses the boundaries of time and space, and will also become a real life education. Aesthetic education is a kind of care for children, which makes children's aesthetic progress in the direction of beauty, fun and health, and improves children's personality.

2. The dilemma of Kindergarten life aesthetic education

2.1 The content of life aesthetic education is limited

When choosing the content of life aesthetic education, the teacher's vision is limited. Firstly, there is a deviation in understanding the content of aesthetic education, which is only understood as art education. Aesthetic education is aesthetic education, sentiment education and spiritual education, and it is also an education to enrich imagination and cultivate innovative consciousness, which can enhance aesthetic quality, cultivate sentiment, warm the mind, and stimulate innovation and creativity." Secondly, the content of life aesthetic education not only exists in the kindergarten space, but also nature and the big society are the sources of life aesthetic education content. Some teachers, considering various factors, are unwilling or dare not bring children to the larger nature and society to absorb the nourishment of aesthetic education.

2.2 The method of life aesthetic education is mechanical

The method of life aesthetic education shows a mechanized phenomenon, concentrated in the high control of teachers in activities. Life aesthetic education is based on life and has more freedom. Teachers do not need too much demonstration and hands-on teaching. Life aesthetic education activities include art, music, dance and other artistic activities, as well as the appreciation and aesthetic appreciation of life, society, nature, human customs and so on. Teachers should not rely on boring explanations, and the teaching venue should not be limited to the classroom. It is the nature of children to be playful and active. Stepping out of the classroom and leaving the rigid and restricted classroom to allow children to discover and learn independently will make children more interested in art activities, and teachers will get better education and enlightenment.

2.3 The environment of life aesthetic education is deviated

The environment of life aesthetic education is deviated. First, some teachers almost completely copy the living environment, the class activity room back into a living place; In the selection of materials, they are also very realistic things, without artistic treatment or moderate creation, seemingly respecting the life of children, but distorting the original intention of aesthetic education. Second, some teachers are indifferent to the concept of life aesthetic education, still adhere to their original ideas, the class activity room environment to create a red and green, the color contrast is very high, too many complicated decoration piled in the activity room, so that the original spacious space becomes congested and messy, lack of nature and white space in life.

3. Multi-dimensional practice path of Kindergarten life aesthetic education

3.1 NLiberate children's eyes to discover beauty

The choice of aesthetic education activities in kindergartens should also be based on children's life and experience, and the acquisition of these life experience and aesthetic materials requires children to observe with their eyes and feel. We should liberate children's eyes, let them discover the beauty of life, and "learn to find the unusual in the ordinary through aesthetic/artistic training, and find the special light and color that move people's hearts in the routine perception." ^[3] Teachers should let children fully contact with nature, let them see the four seasons of leaves and grass, and enjoy observing, discovering and looking for the interest and beauty in the outdoor space. And, teachers should fully communicate and cooperate with parents, guide parents to take their children to walk outdoors more, let children feel the beauty of science and technology in various museums and science and technology museums.

3.2 Liberate children's hands to create beauty

The real life aesthetic education is not to let the children sit still and listen to the lecture, but to return the initiative to the children. Children's aesthetic education must liberate children's hands, trust children and support children to create unique beauty. Meanwhile, teachers should also choose creative methods and creative materials suitable for the development of children's beauty creation ability according to their age characteristics, life experience and aesthetic basis. For example, the hand muscle development of middle class children is becoming more and more perfect, and they are more sensitive to color and pattern, which can guide them to create on daily necessities such as fans, bottles and paper umbrellas. At the same time, teachers should enrich the materials and activities in the art area, add and update the materials that children are interested in recently. In addition, the finished products created by children in the art area can be used to decorate the class environment, so that children can better develop their aesthetic ability in the environment they participate in.

3.3 Free children's space and time to appreciate beauty

Children's aesthetics come from life and are higher than life. Aesthetic education is not the repetition of children's daily life or the reproduction of children's life scenes. The real aesthetic education of life must grasp the dialectical unity of familiarity and defamiliarization. We must liberate children's space and time, so they can enjoy the simple beauty of nature, the charm of human activities, and the novelty of strange things in a variety of different life scenes, such as kindergartens, families, communities. Teacher should constantly update the kindergarten environment, bring the new and interesting things in life that children are interested in to the kindergarten environment, and also directly drive children to participate in the creation of the kindergarten environment. For example, teachers can make full use of the public environment of kindergartens, such as halls, corridors, corridors, etc. The environment of these Spaces has the characteristics of sustainability and publicity, and can form a beautiful section for children in the whole garden.

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