

# The Embodiment of Children's Philosophy in Children's Art Education

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**Abstract :** In the education of children's art, the element of infiltrating philosophy is mainly dedicated to cultivating children who can think independently. Professional kindergarten teachers lead children to actively share their ideas and verify them through learning, so that children can explore and the experience and rules of conventional things obtained from the summary have gradually become independent individuals who can think, analyze, and distinguish right from wrong. Carrying out art education for children is an important part of helping children's overall development, mainly to develop children's aesthetic sense, and promote children's aesthetic education to promote children's better perception of beauty. Because art education can cultivate people's motivation to pursue beautiful things, it also promotes the crystallization of the pursuit of sustainable social development. This article will discuss how to start with the education of art, how to open the mode of philosophical education for children, and the existing problems.

**Keywords :** Early Childhood Education; Art Education; Children's Philosophy

The philosophical foundation of man began to sprout from the critical period of childhood, because in the early childhood, the enthusiasm and curiosity about everything in the world are retained. The unknown stimulates the desire of children to explore continuously, and triggers thinking in the process of continuous exploration. So in childhood is also the origin of independent thinking. Opening the door of art education in the early childhood can effectively enhance the aesthetic ability of the children and promote the formation of the children's philosophical thinking. Specifically in the field of children's art education, the implementation of children's philosophy to all levels is the main topic of this article.

## 1. The significance of children's philosophy in the stage of early childhood education

### 1.1 Protect children's instinct to love wisdom

Infant philosophy is not the advanced philosophical question or rigorous philosophical reasoning that we adults are now exposed to. It just represents the instinct of children to think and love wisdom. They are fresh and surprised by everything around them, and they are willing to use their best efforts. To explore the mystery of the mid-term. In the process of observation, they like to ask questions about what they see, have infinite associations with known things, and like to touch and touch unfamiliar things, and so on.

In the philosophical education of children, it is very powerful to show their curiosity about new things and want to find out. In the actual stage of early childhood education, if there is a lack of professional kindergarten teachers for children's independent games and free activities. The acuity of observation is easy to ignore, and even obliterates the desire of children to explore. It is very unreasonable to judge children based on the cognitive standards of adults. Therefore, we need to learn to listen, improve our self-awareness, and truly walk into the world of children and understand their thoughts. Only in this way can children's instinct to love wisdom be protected to the greatest extent, and encouragement and affirmation can be given to them.

### 1.2 Give children more meaningful learning methods

We often say that a child is a piece of white paper, and what color an adult gives him will be dyed in what color. In the

education of young children, one should not squander the opportunities for children's growth and recklessly draw on the white paper. Irreparable consequences. It is necessary to think from the perspective of children, to truly enter the world of children, to master their lives, ways of thinking, hobbies, etc., to try to mobilize children's emotions, to interact with the outside world, to establish and improve their own thinking system. Through constant thinking, finally formed his own unique world of meaning.

In actual teaching, teachers can set up relevant scenarios and increase interactive links, so that children can stimulate thinking and ask questions and explore opportunities in the prescribed setting of scenarios, inspire conflicts with their original cognition, and bring more questions with them. Find the answers in this way, sum up the experience afterwards, and share your gains with other children. Such an education method fully meets the requirements of current quality education, is the basis for stimulating children's independent learning, and can effectively realize the all-round development of children.

### **1.3 Educational effects to improve children's learning quality**

Children's philosophy and children's learning quality are inseparable, and there is a close connection between the two. Strengthening the effect of children's philosophy education has a very significant advantage in the development of children's learning quality. In children's philosophy education, the main focus is to exercise children's critical thinking ability, and this ability happens to be a learning quality. As mentioned in the "Guide to Learning and Development for Children 3-6 Years Old" promulgated by the Ministry of Education, it is mentioned that "pay attention to children's learning qualities, such as showing curiosity and interest in surrounding things, initiative and persistence, questioning and reflection." Only by bringing in the children's daily learning curriculum can the critical thinking mode be integrated into the children's daily learning practice. The cultivation of children's learning quality is of inestimable value for their future development. Current kindergarten teachers need to pay attention to the importance of children's learning quality as an important teaching content of children's education, and effectively improve the training of children's learning quality.

## **2. Current problems in children's philosophy education**

### **2.1 Did not correctly recognize the significance of developing children's philosophy education, and still questioned its role**

In the field of early childhood education in our country, due to the late start of children's philosophy education, coupled with the inherent lag in education, the results shown are not obvious enough and the actual teaching results have not been received, which makes people's significance for the development of children's philosophy education. The understanding is not accurate enough, and even questioned, denying the value of philosophical education for children. Many adult tasks, philosophy is very esoteric and boring. It is nonsense to carry out philosophy education in the early childhood stage, because it is more difficult for adults to understand philosophy, not to mention the children who are still in the enlightenment stage, which is a waste of time. In fact, in children's philosophy education, children are not asked to memorize academic theories by rote, but to make good use of the children's instinct to love wisdom. Cultivate and use, so that children can develop independent thinking individuals, and plant the seeds of exploration and curiosity. Therefore, for the development of children's philosophy education, teachers need to strengthen their understanding of children's philosophy, understand the true meaning of their activities, and also need to arrange the methods and contents of children's activities reasonably.

### **2.2 Insufficient teaching resources that can be used to complete children's philosophy education**

As my country's children's philosophy education is still in the advanced stage of exploration, the education department does not pay enough attention to it, and the related supporting policies to support education are not comprehensive. In the case of a serious lack of educational resources, the teaching results are greatly reduced. At present, art education shows that the content of children's philosophy education is in the form of picture books. However, it is still necessary to continuously strengthen the relevant teaching materials for children's art education and explore various forms of early childhood art education to contain and embody philosophical factors. In order to ensure the effect of children's philosophy education.

### **2.3 Inadequate daily teaching work and lack of professional teachers' guidance**

In most kindergartens at present, the setting of art courses is uneven. Some kindergartens are still simply leading students to write, draw and draw, and complete the works to bring to parents. The practical and effective role of the underlings cannot be implemented on a regular basis to lead students to cultivate children's philosophical thinking, especially in remote areas with backward teaching resources. Their early childhood education is limited to basic pinyin, numbers, etc. It has a negative impact on the cultivation of children's philosophical thinking and the establishment of exploration consciousness.

### **3. Effectively integrate resources and strengthen the implementation of children's philosophy education**

#### **3.1 Take the content of art education as the entry point, let the beauty of children inspire the significance of philosophy education**

Art education usually includes art, music, dance, and other forms. Teachers need to adjust the focus of teaching according to children's points of interest, provide the most suitable teaching environment for art education, and prepare relevant teaching preparations, such as professional and attractive to children interesting dance classrooms or mysterious art galleries, etc., allow children to be exposed to art-related content at any time in their daily learning, and the existence of subtle habit of art things, so as to cultivate children's interest in art education, for the later stage Reflect the children's philosophy and pave the way.

#### **3.2 Preschool teachers need to participate in teacher training regularly to improve the professional level of teaching**

As a kindergarten teacher, you need to be well aware of your own responsibilities. Early childhood is the most important and critical period in your life. All abilities will be enlightened during this period. In art education, it is first necessary to improve the teacher's own teaching ability in the field of art, and strengthen its relevance to philosophy, to be able to understand children's behavior in daily activities, to understand the reflection and function of children's philosophy, and to ensure that they are displayed in teaching activities. In addition, it is necessary to filter out the art categories that children are most interested in through observation of daily teaching, and in-depth teaching, so that the cultivation of art and thinking ability complement each other and work together.

#### **3.3 Strengthen parents' understanding of children's philosophy education, and jointly cultivate children's thinking ability**

Real education is not only the role of teachers, but also requires the assistance of teachers and parents to ensure the completion of the results. In the process of art education, children will be cultivated to appreciate and discriminate beauty, so as to realize the ability to think independently. Teachers and parents work together to lead children to find specific ways to solve problems when they encounter problems, because children's thinking ability is exercised and improved through exploration, discovery and reasoning.

### **4. Conclusion**

Philosophy education for children is not in line with the understanding of adults. It is the cultivation of independent thinking ability, and it is to satisfy children's desire to explore the unknown with a strong interest. Each child is an independent individual, and it is very important to cultivate their independent thinking mode. Implementing art education into philosophy education and connecting them accordingly can promote the pursuit of beauty in children, and then transform it into the continuous development of society. The pursuit of philosophical education, together to ensure the all-round development of children.

### **References**

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