

PRACTICAL STRATEGY TO ENHANCE CHINESE PRIMARY STUDENTS' CREATIVITY IN LEARNING ART

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Abstract

The objectives are to find the practical strategy to enhance primary Chinese students' creativity in learning art and the opinions and satisfaction of primary art teachers on this practical strategy. Because of the current education system generally focuses on exam-oriented education, students learn passively, not being encouraged to use creativity, develop the personality and imagination. Researcher analyse data from the related literature, interview teachers and collect learning style data of grade 4-5 students which have their own independent thinking rapidly from Xinhua Primary School and Dongjie Primary School in Hohhot city of China.

The practical strategy from analysis are as follow: Encourage students to think freely, use modern technology such as digital art tools or online resources to expand students' creativity, stimulate students' imagination and creative thinking, encourage students to express their views on social issues through art works, organize regular visits to art galleries and exhibitions to stimulate students' desire for expression, Interact and collaborate with artists, learn art forms from different cultures, allow students to improvise in class assignments, and provide diverse artistic experiences such as music, drama, and dance. Through the implementation of this strategy, it can effectively promote the improvement of the creativity of primary school students in art learning, cultivate their style of independent thinking and innovative expression, so as to comprehensively improve their artistic quality and aesthetic style. Primary art teachers satisfy in the practical strategy.

Keywords: Practical strategy, Creativity, Learning in art, Primary Art education

Introduction

Nowadays, the art taught in primary schools in China is only some basic art knowledge, and the weekly art class is less, due to the pressure of college, the art class is seriously neglected. Classroom teaching is the main form of school education, and now the primary school art teachers basically adopt the method of "infusing" and "training". Although the students can learn according to the teacher's intention and complete the homework well, this fixed teaching mode virtually limits the students' creativity and makes the creative thinking not improve. For creativity thinking, I think that it come from the art activities under some strategy that I call practical strategy that is like approaches or methods that are effective and applicable in various situations to achieve desired outcomes. The outcome in this case means creativity of the primary students when they learning art. All of these made researcher think what approaches it should be. Therefore, it is the origin of this research.

Literature Review

The 4 issues of literature that relate to this research are 1) Creativity in learning art at primary level 2) Learning Style 3) Instructional design in learning art at Primary level 4) Learning Strategy.

Creativity in learning art at primary level: Creativity as Franken (1994) said that creativity as the tendency to generate or recognize ideas, alternatives, or possibilities that may

be useful in solving problems, communicating with others, and entertaining ourselves and others. It is a psychological quality necessary for the successful completion of certain creative activities (Franken, R.E.,1994). and important to art activities in generating new ideas, discover and create new things. Consistent with the concept of Csikszentmihalyi (1997) told the way that creativity can happen in the case of persons who express unusual thoughts, who are interesting and stimulating - in short, people who appear to unusually bright. Or People who experience the world in novel and original ways (Csikszentmihalyi, M., 1997) These are individuals whose perceptions are fresh, whose judgements are insightful, who may make important discoveries that only they know about like the meaning of creativity that Vygotsky (1967) said it is an active process that required skill as well as specific understanding of the contexts in which creativity is being applied which I agree that is the style in doing new things, following by creative thinking which is an internal thought process. Creative thinking divided in 4 categories, as follow (Vygotsky, 1967):

Originality means the style to generate ideas, works or solutions that are different, innovative and unique.

Fluency means the flow and coherence of creative thinking and action allows ideas to flow naturally without mental barriers.

Flexibility means think about problems in a variety of ways, explore solutions, and adapt and change your approach as situations or needs change.

Elaboration means attention to detail and depth, as well as refinement and refinement of ideas or ideas.

These four elements of creative thinking can help art teachers do something for students follow these to be creativity, students will be expertise, style to think creativity and work together to achieve creativity by motivation. Factors affected creativity in person or students should be these 3 factors (Furnham & Safiullina, 2010), the first factor is Knowledge, rich knowledge is the source of creativity, only on the basis of rich knowledge experience, our brain can Blossoms of wisdom, bear the fruit of creation. The second factor is Intelligence, creativity is not only a part of intelligence, and is the highest level of intelligence. Soviet scholars and most Western scholars generally held this view. The third factor is *Personality*: psychologists have found that generally, creating personality had a huge impact on creative thinking and creative, it is generally believed creativity than intelligence in a larger extent, depends on the personality factors. However, Aambile (2012) show that the style to think of new things for students requires important elements to push or encourage them consist of expertise (in technical, procedural and intellectual knowledge), creative thinking skill (how flexibly and imaginatively people approach problem) and motivation (intrinsic motivation is more effective than extrinsic motivation). These three elements must work together to achieve creativity and have impact of learning art in primary level on creativity.

Learning style: The ways and methods that individuals tend to learn, including their preferences for information reception, processing, and memory. Common learning style include visual style, auditory style and kinesthetic style. Visual style: In art learning, visual learners may be more inclined to learn by observing and appreciating artworks, colours, and shapes. They may prefer to understand and express their ideas through drawing, drawing, or looking at images. Auditory style: Auditory learners may be more inclined to understand and express art through music, sound effects or oral explanations. They may prefer to learn and understand artistic concepts through music creation, listening to discussions, or explanatory art lectures. Kinesthetic style: In art learning, kinesthetic learners may prefer to learn and understand through kinesthetic artistic activities, such as sculpture, pottery, or crafts. They tend to express and understand the concept of art by making, manipulating and experiencing it themselves

Instructional design in learning art at Primary level: Passive learning and active learning are the two Instructional designs in learning art. Students only receive and digest the information provided by teachers, but do not actively participate in the learning process, lack of initiative and creativity. This may be manifested as that students just passively listen to the lecture and imitate the teacher's demonstration, and lack independent thinking, creative expression and independent exploration. Passive learning may limit students' development and creativity. Teachers can set up a series of stimulating questions, discussion topics or art projects to encourage students to put forward their own ideas, opinions and creativity, and promote students' active participation and expression. While active learning refers to the situation that students actively participate in and control the learning process. This way of learning focuses on students' initiative, participation and creativity, allowing students to explore, think, express and solve problems independently under the guidance of teachers. Teachers create an environment that encourages students to learn and express themselves, provide a variety of art materials and resources, and give space to be creative.

Learning Strategy: The operations and actions that students use in order to optimize the processes of obtaining and storing information and course concepts and framework is a useful tool for conceptualizing a learning and development strategy. Teachers guide students through observation, thinking, discussion and other ways to stimulate interest, provide students with rich practical opportunities, let them hands-on painting, sculpture, handicraft and other artistic creation. This helps develop their skills and creativity. One of the learning strategies such as Hattie & Donoghue (2016) proposed the model describes three inputs (skill, will and thrill) and three outcomes within the success criteria (surface, deep and transfer) and an acquiring and consolidation phase within each of the surface and deep phases. It is important to look at specific strategies within each phase of the model (Hattie, J & Donoghue, G.M., 2016).

By the researches that related and support the idea in finding practical strategy that I would like to propose such as "Scientific Creativity and Artistic Creativity: Initiation Effects and Domain Impacts" research by Yi & Hu (2013) which the objective is to explore effective modes of creative stimulation through 3 initiation experiments, 1 cross-lagged design study and 2 professional background groups' analysis of scientific and artistic creative works (Xinfa, Y. & Weiping, H., 2013). Provide a scientific basis for the teaching and promotion of scientific and artistic creativity. Mi (2020) studied "The cultivation of students' imagination and creativity in junior high school art teaching", teachers can adopt different teaching methods and integrate materials from daily life into teaching, enhance students' imagination and creativity in the continuous teaching practice process, and achieve students' comprehensive development requirements (Zhigang, M., 2020). Same as Luo & Re (2020) studies "The Importance of Cultivating Students' Creativity in Primary Art Education under Core Literacy" (Qin, L. & Maiti, R., 2020), with the aim of exploring how students' creativity under core literacy researchers have found that the creativity in primary art education is indispensable in art teaching one link, but it should pay more attention to the development of primary school art education in combination with "core literacy". Thalia R. Goldstein (2016) studied "Creating Your Own World: Art and Learning" to explore how we can foster this exploration and creativity in children (Goldstein, T., 2016). Researchers have found that art can provide learning opportunities and a sense of security for play and exploration, personal development and self-confidence, leading children to gain confidence in cross-domain creativity.

All of the researches show the importance of creativity in art education in primary schools, especially that art students may show a higher level of creative thinking and design skills than science and engineering students, which is also one of the purposes of my research. In order to explore practical strategies to improve the creativity of art learning in primary

school students, I will conduct research on students in art classes. In the second study, it is mentioned that teachers can adopt different teaching methods, integrate materials from daily life into teaching, and enhance students' imagination and creativity in continuous teaching practice. I think this point is very good for me to learn, and it is a multi-faceted and continuous process to explore and develop teenagers' creativity in the field of art. Develop young people's style to think for themselves and encourage them to freely express their thoughts, emotions and opinions. I think it is also necessary to provide them with a platform to display and share their works and enhance their self-confidence.

Research Methodology

This paper focuses on the creativity and cultivation strategies in art learning of primary school students. Firstly, the definition, elements and influencing factors of creativity are summarized, with special attention to the development of creativity of primary school students aged 7-12 years, from the two primary schools are representative schools in Hohhot city of China, name Xinhua Primary School and Dongjie Primary School. Students in grade 4 and 5 develop their thinking style rapidly and they begin to have their own independent thinking. Secondly, it discusses the influence of learning art on creativity and how to stimulate the creativity of primary school students, and emphasizes the importance of learning style on the development of creativity. In the aspect of teaching design, two modes of passive learning and active learning are proposed, and the current situation of Chinese primary school students learning art is discussed. The definition and framework of learning strategies are further discussed, as well as strategies applicable to arts learning in primary schools. Finally, the paper reviews relevant researches at home and abroad to provide practical strategies for improving the creativity of Chinese primary school students' art learning.

The research methods include questionnaires, teacher and student interviews and a research tool by Leonard (2005). The Online Learning Styles Inventory of Primary School Students collects all data through interviews with teachers and students and data on students' learning styles. All data collected is analyzed under the supervision of the main project consultants and experts to design practical strategies. To show all the teachers' practical strategy, asked the teacher for her advice and satisfaction, data analysis of teachers' opinions and satisfaction, summarize and make overall project reports. The data analysis adopted qualitative and quantitative analysis methods to provide empirical support for the conclusion of the paper, and the impact of the research results on the art education practice of primary school students was deeply discussed, demonstrating the scientific and practical significance of the research.

Data analysis results

The data collected by the researchers was divided into three parts: the first part was teacher-student interviews; The second part is the learning style data obtained from the sample (students); The third part is the analysis of teachers' satisfaction with practical strategies. The following conclusions can be drawn from this interview: Encourage students to think freely, use digital art tools or network resources and other modern technologies to expand students' creativity, stimulate students' imagination and creative thinking, encourage students to express their views on social issues through art works, organize regular visits to art galleries and exhibitions, stimulate students' desire for expression, interact and cooperate with artists, and learn art forms of different cultures. All of the above practical strategies such as having students improvise in class assignments will help students improve their creativity in art learning.

In the analysis of students' learning styles, it is concluded that there are differences in students' learning styles, but they generally prefer visual and kinesthetic styles. There is no

significant difference in learning style between different schools and different grades. Therefore, teachers should fully consider the differences of students' learning styles in the teaching process, and adopt a variety of teaching methods and means to meet students' different learning needs.

Conclusion

The researchers summarized the results according to the study objectives as follows: To find the practical strategy to enhance primary Chinese students' creativity in learning art, I propose it from teacher-student interviews and many data analysis of the learning style scale, and find the following practical strategies to explore and improve the creativity of primary school students in art learning:

A: How to learn

1. Learn outside classroom (in school)
2. Learn art history of different cultures
3. Learn art forms of different cultures
4. Provide a wealth of art materials and resources to stimulate students' imagination
5. Guide students to learn different art style.
6. Organize art exhibitions to stimulate students' desire for expression
7. Teachers provide inspiration for creation to students
8. Provide diversified artistic experiences, such as music, drama, dance, etc.
9. Guide children to think differently
10. Use modern technology, such as digital art tools or online resources, to expand students' creativity
11. Regular visits to art galleries and exhibitions

B: How to encourage

1. Encourage students to create freely on their thinking.
2. Encourage students to integrate knowledge from different fields into their creations.
3. Encourage students to express their views in social issues through artworks.
4. Encourage children to come up with a variety of possible artistic solutions

C: How to manage

1. Interact and collaborate with artists
2. Give students improvisation for class work
3. Activities should be problem-solving task
4. Activities should be group projects
5. Activities should be simulations and in class activities
6. Activities should be field trips

When studying primary school art teachers' satisfaction with practical strategies, it can be seen from relevant data that most of them agree with each of the practical strategies for improving the creativity of primary school students' art learning and think it is practical. Some strategies illustrate the advantage of Elaboration in terms of originality, fluency, flexibility, and elaboration.

Discussion

According to the research results, it can be seen that practical strategies to improve students' art learning creativity cover many aspects. Primary school art teachers generally agree on practical strategies to improve students' art learning creativity, indicating that they highly recognize the effectiveness of these strategies to promote students' art learning and creative development. This widespread recognition reflects the positive effects of these strategies

observed by teachers in practice. Teachers encourage students to give free play to their own ideas, which is to cultivate students' style of independent thinking and expression. In this environment, students are free to explore and express their ideas without restrictions or preconceived notions. At the same time, rich art materials and resources are provided to stimulate students' imagination and creativity. By being exposed to a wide variety of works of art, learning about art history, and understanding different art style, students can expand their artistic horizons and get inspiration and creative materials from them, encourage students to integrate knowledge from different fields into their creations, which helps to cultivate students' interdisciplinary thinking style. By participating in exhibitions and cooperating with artists, students can have a more intuitive understanding of the process of artistic creation and expression, as well as receive guidance and advice from professionals, so as to continuously improve their artistic level. In terms of technology, the introduction of modern technologies such as digital art tools or online resources can further expand students' creativity and forms of expression. These technological tools cannot only help students make art more convenient, but also stimulate their interest and enthusiasm for digital art and open up new possibilities for artistic creation. Finally, the practical strategy in terms of places and products is to provide students with a richer and more diverse art experience through visiting art galleries and exhibitions, extracurricular learning and interaction and cooperation with artists, so as to stimulate their creativity and desire for expression and promote their art learning and development.

The analysis of teachers' satisfaction with practical strategies shows that most of them agree and believe that this is a practical strategy to improve students' creativity in art learning. Among them, the strategies of encouraging students to think freely, providing diversified artistic experiences such as music, drama and dance, using modern technologies such as digital art tools or online resources to expand students' creativity, conducting extracurricular learning in school, interacting with artists, learning art forms of different cultures, and organizing problem-solving tasks and activities are highly recognized. And these practical strategies are helpful to improve students' creativity in art learning. Teachers' recognition of these practical strategies also reflects their emphasis on art education and their expectations for the development of students' art learning. Art is not only a kind of skill, but also a comprehensive subject, which can cultivate students' creativity, aesthetic feeling and comprehensive thinking style. Therefore, teachers realize that adopting these strategies is of great significance to the comprehensive development of students, and are willing to actively apply them in teaching practice.

Suggestions

Provide regular teacher training and professional development opportunities are provided to help teachers understand and master the effective implementation methods of various creative practice strategies for arts learning. The training content can include theoretical knowledge, practical skills and case studies to help teachers better cope with the challenges of daily teaching. School administrators should provide adequate art teaching resources and support, including art materials, equipment and technical support, as well as encourage and support teachers to innovate their practices in classroom teaching.

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