

Teacher's Supporting Behavior in Kindergarten Painting Teaching — Based on the Perspective of Children's Approaches to Learning

Weimin Zhang and Fen Chen

Abstract—The positive attitude and good behavior tendency of children in the course of activities are the valuable qualities necessary for lifelong learning and development, and the cultivation of children's approaches to learning is the trend of the world's early childhood education. This paper mainly adopts the observation method, through the kindergarten painting teaching activities in the children's approaches to learning and teacher support behavior of the characterization, coding and statistical analysis, reveals the current kindergarten painting teaching activities in the teacher's attention to the children's approaches to learning attention to the reality of the situation, put forward advice on the development of children's approaches to learning : teachers should enhance the awareness of supporting children's approaches to learning, optimize the structure to support children's approaches to learning, improve the way to support children's approaches to learning, promote children learning to learn, to achieve a comprehensive, harmonious and sustainable development.

Index Terms—Kindergarten, early children's approaches, teachers' support behaviors.

I. INTRODUCTION

Life hundred years, stand in Childhood study. People's learning attitude, behavior habits, methods and other closely related to the approaches to learning is the beginning of the emergence and development of early childhood, and it is very important for children future study. "Children in the course of the activities of the positive attitude and good behavior tend to be lifelong learning and development of the necessary quality, paying attention to the cultivation of children's approaches to learning is the trend of the world's early childhood education [1]. The cultivation of children's approaches to learning infiltrates the kindergarten five areas of specific learning activities and the actual life of children. Teachers 'concern and support is an important factor influencing the cultivation of children's approaches to learning. Therefore, this study mainly uses the observation method, which aims to reveal the reality of the teachers 'attention to the children's approaches to learning in the kindergarten painting teaching activities through the characterization, coding and statistical analysis of the children's approaches to learning and the teachers' support behavior in the kindergarten painting teaching activities. For

the kindergarten painting teaching activities in the training approaches to learning of children to make recommendations.

II. METHODS

Approaches to learning as an implicit psychological process, most of china scholars use the test method [2], [3]. But others scholars tend to adopt the observation method [4], [5]. For example: Project Spectrum [6] in the "activity style" and the study of "approaches to learning" similar to the content [7]. It is defined by the behavioral indicators of "activity style" of young children, and the corresponding observation record table is developed to carry on the research.

A. Measures

This study will be C.Y. Yan, T. Wei developed the "approaches to learning field survey scale" in the curiosity and interest, adhere to and focus, initiative, imagination and creation, reflection and interpretation of five approaches to learning content [8]. And N.Y. Zhang "pre-school children's art education" mentioned in the book, "Children's art activities in the process of evaluation" in the idea, initiative, interest, focus, independence, creativity, operational proficiency, self-feeling, habits nine Content to be combined to determine the content of children in the painting activities [9]. Approaches to learning of the content of six: curiosity and interest, adhere to and focus, initiative, imagination and creation, reflection and interpretation, habits.

B. Sampling

The use of the purpose of sampling the largest difference between sampling to carry out observational studies. According to the purpose and content of the study, a kindergarten was selected as the research object. In order to comprehensively and in-depth understanding of the teachers' support for the children's approaches to learning in the teaching activities of the park, six classes were randomly selected from nine classes in the park, in the small class of the two classes. At the same time, each class is equipped with two teachers, six classes that have 12 teachers as the main observation object. The 12 teachers are: to teach more than 10 years of mature teachers; from teaching 3 to 10 years of development of teachers and teachers to teach three years of four new teachers.

C. Data Collection

At the same time, in order to observe the general

Manuscript received September 1, 2017; revised December 13, 2017.
Weinin Zhang is with the University of Hunan Normal, Changsha, China (e-mail: 1014603261@qq.com).

Fen Chen is with Hunan Provincial Department of culture Art Kindergarten, Changsha HN China (e-mail: 529267188@qq.com).

characteristics of teachers' supportive behavior in children, the influence of accidental factors was excluded, and each teacher was observed three times, that is, a total of 36 painting activities were collected. And through the self-made "children's approaches to learning and teacher support behavior checklist" (Appendix 1) 36 teaching video recording, coding and statistics. For difficult to use the eyes to identify or simulate the two acts can be combined with the informal interview method to be confirmed. Statistical analysis was performed on all data using SPSS 20.0.

III. RESULTS AND DISCUSSION

From Table I we can see that through the observation of 36 kindergarten painting teaching activities, a total of 846 teachers were collected to support the Children's approaches to learning behavior, from the observation records that a painting teaching activities, the average time of 27.3 minutes, The number of teachers' supportive behavior in children during the event was 23.5 times, with an average of 0.86 times per minute. In order to judge the practical significance of the group of data, the researchers through the "kindergarten education quality evaluation manual" teachers' teaching behavior observation scale of the painting teaching activities in the teacher's teaching behavior observed [10]. Found a painting teaching activities in the number of teachers teaching behavior For 101 times, an average of 2.89 times per minute. Thus, in the same painting activities, teachers support the approach of children's learning behavior accounted for only the entire painting activities of all teachers teaching behavior of 23.2%. At the same time, the results of the study on the H. Zeng teacher's behavior in the kindergarten painting activities (32.9 times per event, 1.1 times per minute) [11]. And the results of the study with D. Kang teacher's question (31 times per event Minute 1.03 times) compared to the study of teachers in the study of the Children's approaches to learning behavior are lower than other related teaching behavior [12]. This shows that in the kindergarten painting teaching activities, teacher's support the behavior of young children to support the behavior of fewer times, the frequency is low, in the kindergarten painting teaching activities, teacher's lack of support awareness of the children's approaches to learning.

TABLE I: TEACHERS ON THE TOTAL SUPPORT NUMBER AND FREQUENCY OF CHILDREN'S APPROACHES TO LEARNING DISTRIBUTION

| N | Mean | Frequency |
|-----|------|-----------|
| 846 | 23.5 | 0.86 |

It can be seen from Table II that the chi-square test of the original data was carried out by SPSS 20.0 software, and it was found that there was a significant difference in the support of the children's approaches to learning ($P = 0.00 < 0.01$). At the same time, in the kindergarten painting teaching activities in the support of children's approaches to learning content, the number of support from high to low is the habit, initiative, adhere to and focus, reflection and interpretation, imagination and creation, curiosity and interest. The total number of "habit" support was 217 times, accounting for 25.7% of the total, 16.7% higher than the

average. The curiosity and interest were the least, only 105 times, accounting for 12.4% Level. At the same time, in the six dimensions of learning Approach, except for the "habit" and "initiative" above the average level (ie, greater than the average 141, the average ratio of 16.7%), the other were below average. In addition, in addition to "custom" quality, the other five kinds of quality support the difference is not large, are between 100-150 times. It can be seen that in the teaching and learning activities of kindergarten teachers, the teacher has the highest attention to the "habit" approaches of the young children, and teachers support the children to use the painting tools and materials, and remind the children to maintain the order and health of painting materials. While the support of the other five kinds of approaches to learning, although the distribution is more uniform, but the number is less, which shows that teachers of children five types of approaches to learning support is not enough, and these five types of approaches to learning is reflected in children the emotional experience and the development of the thinking ability and the lack of teacher support in the painting activities show that the emotional experience of the children in the painting teaching activities, free creation is placed after the painting skills, without the teacher's reasonable support.

IV. UNITS

Use either SI (MKS) or CGS as primary units. (SI units are strongly encouraged.) English units may be used as secondary units (in parentheses). This applies to papers in data storage. For example, write "15 Gb/cm² (100 Gb/in²)." An exception is when English units are used as identifiers in trade, such as "3½ in disk drive." Avoid combining SI and CGS units, such as current in amperes and magnetic field in oversteps. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity in an equation.

The SI unit for magnetic field strength H is A/m. However, if you wish to use units of T, either refer to magnetic flux density B or magnetic field strength symbolized as $\mu_0 H$. Use the center dot to separate compound units, e.g., "A·m²."

TABLE II: TEACHERS ON SUPPORT CONTENT OF CHILDREN'S APPROACHES TO LEARNING DISTRIBUTION

| Measure | N | Percentage |
|-------------------------------|-----|------------|
| Curiosity and interest | 105 | 12.4 |
| Adhere to and focus | 137 | 16.2 |
| Initiative | 145 | 17.1 |
| Imagination and creation | 119 | 14.1 |
| Reflection and interpretation | 123 | 14.5 |
| Habit | 217 | 25.7 |
| Total | 846 | 100 |

It can be seen from Table III that there are seven kinds of teachers' support methods for curiosity and interest in kindergarten painting teaching activities, which shows that the types of teachers' support are more involved, but the data show that teachers' And "interest" to support the 105 acts, the teacher to "provide a rich and interesting, innovative painting materials", "vivid language" and "vivid demonstration of the image" three support methods, they are in seven kinds of

supportive behavior The proportion of 74%. However, the proportion of the four methods of "personal experience, field observation", "giving children excitement and discussion time", "listening to children's questions" and "answering questions for young children" are relatively low and no more than 10%. At the same time, in these seven types of support, the largest proportion of the total there are two categories, namely "to provide interesting, innovative painting materials" and "vivid language", respectively, 34% and 23%. While the other five kinds of support the proportion of relatively small. However, the two aspects of picture appreciation and language narration are the teacher-led teaching behavior in the traditional painting teaching mode. Compared with the "field sketch, personal experience" and "let the children free exchange discussion" and so on, the novel is able to reflect the spirit of the guide The use of less support, which shows that teachers on the "curiosity and interest" support the way more traditional, and support the use of a single, did not reflect the principle of diversity.

TABLE III: THE DISTRIBUTION OF TEACHER'S SUPPORT TO CHILDREN'S "CURIOSITY AND INTEREST"

| Measure | N | Percentage |
|--|-----|------------|
| Provide rich, interesting and innovative painting materials | 36 | 34 |
| Take a vivid language and create an attractive situation | 24 | 23 |
| Experience and directly observation | 6 | 6 |
| Vivid demonstration of the image | 18 | 17 |
| Give the child the time to excitement and let them communicate and discuss | 6 | 6 |
| Ask children about their excitement | 5 | 5 |
| Listen carefully to children and ask for questions that are curious after the excitement | 10 | 9 |
| Total | 105 | 100 |

From Table 4 we can see that there is no absolute peak in the support mode of "persistence and focus", and the distribution is relatively uniform. If we use the dichotomy to analyze, we can see that "direct request", "question" "Praise", "encourage" the four ways accounted for a larger proportion, accounting for a total of 77% of the total. And "add music elements", "nonverbal reminder", "regular", "help" the proportion of less. It can be seen that the four kinds of support methods commonly used by teachers, they from the value of the guide point of view, teachers, "adhere to and focus" support mainly to guide and respond to the main, that teachers in children "adhere to and focus" support Is consistent with the current advocacy of the value orientation and "3-6 year old children's learning and development guide" spirit. However, the "direct request", "question", "praise and encouragement" are traditional and conventional teaching methods, these methods although the effect is obvious but the lack of teaching wisdom, for example, the researchers found in the observation, some teachers in children , Play the soothing background music, children under the influence of music in nature immersed in the painting activities, reducing the number of unrelated behavior, teachers such a way from the perspective of children's approaches to learning, played a child learning quality Support the effect of synthesis, music as another artistic element, it can increase the fun of activities, stimulate children's imagination. So, teachers should be more

consideration of those "moisten things silence" support, can reduce the activities of the discipline or the emphasis on child behavior norms.

TABLE IV: THE DISTRIBUTION OF TEACHERS 'SUPPORT TO CHILDREN'S "PERSISTENCE AND CONCENTRATION"

| Measure | N | Percentage |
|--|-----|------------|
| Direct request | 37 | 27 |
| Side demonstration side to explain, and from time to time to ask children to focus attention | 22 | 16 |
| Play background music, children under the influence of music under the painting | 5 | 4 |
| Praised the serious focus of the children | 19 | 14 |
| Help children to complete the difficulties in painting, so that children adhere to complete the painting works | 7 | 5 |
| Encourage children to continue painting | 28 | 20 |
| Eyes or gestures reminder | 9 | 7 |
| When the class is more chaotic, with the conventional to attract children's attention | 10 | 7 |
| Total | 137 | 100 |

TABLE V: THE DISTRIBUTION OF TEACHERS ' SUPPORT TO CHILDREN'S "INITIATIVE"

| Measure | N | Percentage |
|--|----|------------|
| Prompt or suggest | 1 | 8 |
| Ask the children's needs and ideas | 2 | 15 |
| Praise positive children | 1 | 12 |
| Allow young children to practice painting, manipulate materials, observe, discuss | 9 | 6 |
| Help young children who are reluctant to draw or reduce the difficulty of painting | 2 | 14 |
| Listen to children express | 1 | 4 |
| Teacher 's statement of empathy | 6 | 3 |
| Teachers provide reasons for action | 1 | 13 |
| Teachers to encourage children | 9 | 17 |
| Teachers respond to questions raised by young children | 4 | 6 |
| Total | 45 | 100 |

As can be seen from Table 5, there are ten kinds of teachers to support the initiative, including "encourage", "inquiry" and "direct help" three kinds of support the most. And relatively few are "listen", "do empathy", "to respond to child questions", "allow children to operate freely" these four types of behavior is relatively small. From the characteristics of data distribution and the teaching practice, teachers support the quality of children's initiative, mainly in order to encourage and direct help to do so, so that children can start painting as soon as possible in order to successfully complete the painting, and for children in the painting activities In the self-consciousness and performance is rarely supported, for example, when the children cannot wait to participate in painting activities and leave the seat, the majority of teachers to take the way to stop, or when the children in the painting process did not follow the teacher's request to paint, But in accordance with their own ideas to draw, the teacher thought it was wrong, so that children re-painted. These practices are not conducive to the development of children's initiative.

Although the data show that teachers support the approaches to learning active behavior 145 times, but a large part of these acts is the teacher in order to successfully carry out the painting activities, so that children in time to complete the painting works, and for children really show Of the initiative, the teacher's support is far from enough, and even appeared to stop the phenomenon. This approaches embodies the kindergarten painting teaching activities, painting activities and paintings as the center of teachers' support, and the participator (that is, children) was ignored.

REFERENCES

- [1] Ministry of Education, "3-6 year old children's learning and development guide," 2012.
- [2] J. J. Xu, "Study on the influence of learning quality on early mathematics ability of children aged 5-6 [D]," Shanghai: East China Normal University, 2014.
- [3] B. H. Wang and X. X. Feng, "Family social and economic status and children's learning quality and cognitive relationship between admissions [J]," *Pre-school Education*, vol. 4, 2010.
- [4] A. B. Bernardo, "Approaches to learning and academic achievement of Filipino students," *The Journal of Genetic Psychology*, vol. 164, no. 1, p. 101, 2003.
- [5] S. H. Rikoon, P. A. McDermott, and J. W. Fantuzzo, "Approaches to learning among head start alumni: Structure and validity of the learning behaviors scale," *School Psychology Review*, 2012, vol. 41, no. 3, pp. 272-294.
- [6] M. L. Adams and D. H. Feldman, "Project spectrum: A theory-based approach to early education," *Emerging Themes in Cognitive Development*, vol. 253-76, 1993.
- [7] M. Krechevsky, "Multiple intelligence and Ability evaluation of preschool children [M]," New York: Teachers College of Columbia University Press, 2002, pp. 240-241, New York: Springer-Verlag.
- [8] C. Y. Yan and T. Wei, "3-6 year old children's learning and development guide" in the interpretation of learning quality [J]," *Early Childhood Education (Education Science)*, 2013, vol. 6, no. 2.
- [9] N. Y. Zhang, *Pre-school Children's Art Education [M]*, Beijing: Beijing Normal University Press, 1997.
- [10] Central Educational Science Research Institute Preschool Education Laboratory, *Kindergarten Education Quality Evaluation Manual [M]*, Beijing: Education Science Press, 2009.
- [11] H. Zeng, "Kindergarten painting activities in the teacher's guidance behavior [D]," Changsha: Hunan Normal University, 2012, no. 6.

- [12] D. Kang, "Kindergarten collective teaching activities in the teacher's question [D]," Hunan Normal University, 2008.

Weimin Zhang was born in 1962. Now she is a professor and doctoral supervisor in the Department of Education Study, College of Educational Science at Hunan Normal University, China. She received the B.A.E degree in 1983 from Hunan Normal University and M.A.E degree in 1990 in pedagogy major from Zhejiang University, Hangzhou, China.

From July 2010 to September 2010, She was a visiting scholar at The University of Melbourne, Monash University, Australia. Learning at Victoria University Footscray Children's Centre, Victoria University Footscray Park Child Care Centre. From July 2017 to August 2017, She was investigating and studying at University of British Columbia University of Alberta, Canada. She is currently the Vice chairman and secretary general of Chinese Education Society of Aesthetic Education Committee, and the chairman of Children's Art Education Committee of Hunan Provincial. She has involved in teaching and research activities in Early childhood education for more than twenty years. Hers main research interests include Aesthetic Education and pre-school children's art education, Folk education and non-material cultural issues of research, focusing on pre-school children's art education innovation, Folk art into the early childhood curriculum and life and non-material cultural heritage and protection. She has published two books and more than 70 journal and conference papers.

Professor Zhang has presided over national-level issues of 2, taken charge of provincial and ministerial projects for more than 10 non-material cultural heritage protection and pre-school children's art education related research projects, and has won six provincial government awards for her research contributions in non-material cultural heritage protection and pre-school children's art education.

Fen Chen was born in 1989. Now she is a Kindergarten teacher in Hunan Provincial Department of culture Art Kindergarten, Changsha, China. She received the B.A degree in 2012 and M.Ed degree in 2015 in Pre - school education from Hunan Normal University, Changsha, China.

From August 2015 to August 2016, She was worked in Ningxiang Normal School in Hunan Province, Changsha, China. She is currently the teacher of the Hunan Provincial Department of culture Art Kindergarten

She has involved in teaching and research in Early childhood education for more than five years. Hers main research interests include Aesthetic Education and pre-school children's art education, non-material cultural heritage and protection. She has published two journals and Participate in three research projects about pre-school children's art education.

Ms. Chen is a member of Hunan Province Children's Art Education Committee, and has won three awards for his research contributions in pre-school children's art education.