

Promoting Preschoolers' Contact Ability and Sense of Security through Aesthetic Education

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Abstract

Nowadays, more and more countries are paying attention to basic teaching, so it can be found that they are carrying out a new round of basic teaching reform. The fundamental purpose is to adapt to the economic, cultural and technological development of the 21st century, so that their nationals will not be eliminated in the competition of the world environment, the spiritual civilization and material life of the nationals can be further improved, and they can have an advantage in the competition and catch up with the advanced level of the world. The cultivation of preschoolers' mental health determines the future development of a person. Through the long-term practice of art teaching at the Longyuan Branch of the District Third Kindergarten of Guangxi, This paper summarizes some effective teaching methods to cultivate children's connection ability and sense of security through aesthetic education. Firstly, preschoolers' contact ability was studied, and the aspects such as the definition of contact ability and the reasons for the formation of contact ability were explored. Secondly, the development of preschoolers' sense of security, what to avoid in order to develop a good sense of security and the effects of security on children were investigated. Finally, several specific teaching cases were written based on these theories. Through these cases, aesthetic education was utilized to promote preschoolers' contact ability and develop a sense of security. The study mainly draws the following conclusions that if children want to have a successful career, a happy family in the future, it is crucial to have the ability of connect and security in childhood. Aesthetic education can promote the formation of children's ability of connection and security. Finally, I write specific teaching cases based on the above theories and practice, through which these cases use aesthetic education to promote the formation of children's contact ability and sense of security.

Keywords: Preschool Children, Aesthetic Education, Sense of Security, Contact Ability, Teaching

1. INTRODUCTION

The children are the future hopes for the prosperity of the country and the nation. Many of a person's habits are formed in childhood and are difficult to change as an adult. With the improvement of China's education level and the large-scale reform of education, children's growth and education have been widely valued. In this study, with the teaching recommendations of Kindergarten Education Guideline as the main theme, the study was conducted based on the main viewpoint that "Aesthetic education promotes the psychologically healthy development of preschool children, following the law of art is the main way to implement aesthetic education,

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and the emotional education function of art should be given full play to promote the formation of children's sound personality" [1]. Using literature analysis, observation and questionnaire survey, through a long time of art teaching practice and theoretical knowledge accumulation of preschool children, a set of teaching methods to promote the formation of preschool children's connection ability and security through aesthetic education.

2. FORMATION OF PRESCHOOLERS' CONTACT ABILITY AND SENSE OF SECURITY

According to incomplete statistics, about 30% of kindergarten teachers in teaching practice do not know how to develop children's contact ability and sense of security, and some even use corporal punishment and reprimand as teaching methods. To solve this problem, it is necessary to improve teachers' ability. In the process of teaching, how to cultivate children scientifically and effectively, so that they have a healthy psychology, should be the basic skills that every kindergarten teacher should learn. The contact ability is the ability to interact with people. It is like a line of communication between people, a line that can bring people closer together, or alienate them from each other or even break off. Children with strong contact ability will have many friends, and other children will enjoy playing with such children. Children with weak contact ability have fewer friends. The most frightening thing is the children who have lost their contact ability, which is a pathology often referred to as autism or autistic disorder. Such children will have a range of communication difficulties, such as communication barriers, being overweening, speaking without emotion and so on.

After ten months of vomiting, back pain, leg pain and dizziness, a mother gives birth to a baby with the pain of breaking 12 bones. As the milk secreted, the mother's body also produces a large amount of progesterone, the same substance as a sweet couple together. It helps the mother to feel unconditional acceptance of her child, making her feel that her child is the best, but the father and other close relatives may not. Therefore, it is important for both mothers and kindergarten teachers to teach unconditional acceptance of the child to the relatives around the child. Because child's cognition is not yet formed, he or she still has a lot to learn. If the loved ones around the child can not accept the child's deficiencies and shortcomings, it can give the child a wrong perspective such as low self-esteem, boredom with himself or herself and denial of himself or herself. Therefore, unconditional acceptance is extremely important for preschoolers. Only when relatives accept their children unconditionally can children learn to connect with others.

Preschoolers are very smart and they know psychologically who loves him the most and cares about him. Usually when hearing a child crying, the mother is the first one to appear to hold and coax the child. This behavior is medically known as the blood pressure effect and is a conditioned reflex. In other words, when a child cries, the person who cares most about the child will instantly have a rise in blood pressure and unconsciously come to the child. This is why the mother generally become the important person in the child's heart. But after all, many mothers cannot be with their children all the time due to work, life and other reasons. If the grandmother spends more time on being with the child, then the grandmother will be more likely to become an important person in the child's heart. We also often find that some children will hold quilts, clothes, dolls and other items whether at home or in kindergarten, and no one can take this item out of the child's hands. This strange fetish-like behavior occurs because the child has no one around them when they are crying helplessly and he grabs these items on the verge of a breakdown. The item gives his young mind a touch of comfort and becomes an important thing in the child's heart. A kindergarten teacher or family member who finds a child in the situation should never forcibly remove the item. I once came into contact with a child who was in this situation and her name was Yue Yue. Her family was well-off but her parents were busy, so the child grew up under the supervision of a nanny. In order to slack off, the nanny often left Yue Yue alone in her room and let her cry without coaxing her. The child grabbed her quilt when she cried, so Yue Yue refused to let go of her quilt all day long until she was three years old and should have gone to kindergarten, but she

still held her old quilt every day. The mother felt that such a child really made her lose face, so one day she decided to grab the quilt from Yue Yue's hand and tear it to pieces. After that, Yue Yue, who could speak, did not speak because her world had collapsed, and thus a healthy child became a patient with autism.

The development of contact ability is extremely important for a child's life. If preschoolers do not develop good contact ability, in less severe cases, the person will be unable to establish good relationships with relatives, friends, leaders, and loved ones, affecting the quality of life. The more severe ones can lead to autism, the inability to communicate with others, living in their own world and being numb to anyone or anything. The preschool years are the main period of the formation of a sense of security, and preschoolers' sense of security is particularly sensitive and fragile during this period. Sudden light, displacement and sounds can disrupt the formation of children's sense of security. For example, the flash of a camera, Suddenly open the light or lighting of the curtain will frighten children and hurt their tender eyes; Or adults suddenly lift or exchange the child's position and some children may fall out of the bed because of improper adult care; There are also sudden sounds of adults closing doors, firecrackers, etc. can scare children in an instant and make them lose their sense of security. Parental emotions are most important to the formation of children's sense of security, and more typical is the parental quarrel. Children will blame these arguments on themselves, thinking that they have done something wrong to make their parents argue. This will affect the formation of the child's sense of security. The most serious condition is that the mother leaves because of the argument, which will make the child lose the sense of security.

When we were young, we would listen to some scary stories told by adults, such as the story of the big bad wolf eating the little white rabbit, and if children did not listen to adults, they would also be eaten by the big bad wolf. Adults may just think that they want their children to be more obedient to tell such stories to discipline children. But have adults ever thought why such stories can restrain their young children? Because it is their most trusted mother and father that tell them, they are also easy to take these false stories as real things and even believe that when they do something wrong will happen. Children can be frightened, and it affects the formation of their sense of security.

Having a sense of security is one of the important characteristics of people. Without it, it will lead to a series of negative consequences such as anxiety, fear and emotional loss. Here the impact of security on career and family is mainly talked about. If a person does not form a good sense of security in his career at an early age, he will feel that he will lose the job at any time. He worries all day long, fearing that his leaders do not trust him and will fire him at any time, that his subordinates are not loyal to him and will change the job at any time, etc. If he has formed a good sense of security in his career, then he will put all his energy on how to do the job well, and not because of some vain ideas that affect his work and emotions. If a person loses security in family life, he will often feel that his partner is unfaithful to him. Even the spouse looking at his phone or coming home a few minutes late will make him feel whether there is an ambiguous relationship with others, which can cause invisible pressure and pain, thus affecting family relations. If a person has formed a good sense of security, he will trust his partner to give each other a certain amount of space to interact, so that both parties live in a more harmonious environment.

3. TEACHING CASES

3.1 Teaching cases of developing children's contact ability with people through aesthetic education

3.1.1 The use of teaching strategies

Virginia Satire, a famous psychologist in the 19th century, mentioned in the book *Making Contact* that "Contact is not a game where you win and I lose, nor is it a game where we can be happy forever, but rather

one where we can live very openly and share with others in a very human way. Putting people first and caring for them is what we call contact" [2]. The formation of contact is helpful to cultivate the mind and body, develop the child's self-worth, and strengthens contact with himself or herself and others. To have the ability to contact, a person must both understand themselves and learn to relate to others, both of which require wisdom to possess them. The more one has the ability to contact fully with oneself and others, the more one feels love, health and a sense of worth, and the more one has the ability to solve problems effectively.

Children are not yet able to associate color with human loyalty, treachery, goodness and evilness. Through masquerades, we can use the painting means to allow children to establish this sense of contact and learn more about common senses and artistic expressions. For example, in A Gathering of Heroes, Cao Cao is white-faced, representing treachery. In The Single-knife Meeting, Guan Yu is red-faced, representing loyalty and courage; blue faces represent rigidity and scheming; yellow faces represent primness, ferocity and cruelty; green faces represent bravery and irascibility; pink faces represent old age, and so on. Some negative characters are also outlined with red lines, which actually use a satirical technique. When children learn about this, they can express the personality of the character they want to play through artistic techniques, thus making the character more vivid and exercising the formation of children's contact ability.

During the masquerade, the kindergarten teacher can provide some good opportunities to develop children's contact ability, such as parent-child performances, children's games and children's mutual-help activities. In the lesson, these three activities are arranged. The first one is that each child should perform a show with his or her parents, which can enhance the bond between children and parents during the practice and rehearsal process. The second one is children's games. In the process of games, children can find happiness in kindergarten and experience how to get along and interact with friends. The third one is the children's mutual-help activities, which is added into the whole masquerade process. The kindergarten teacher should tell the children in advance that each child should behave in a helpful way during the masquerade, and in the final activity, the children are required to talk about what they helped and what they did today, which can enhance the children's sense of responsibility. By practicing these three activities children can develop the contact ability.

In addition to the masquerade, other activities can also enhance children's contact ability, such as dragon boat racing and dumpling wrapping at the Dragon Boat Festival, cutting window flowers and making dumplings at the Chinese New Year, and celebrating Army Day. There are many activities that can help children exercise their contact ability with others. On August 1, an activity was organized for children to make national flags and retrace the Long March. Not only did the children learn to draw and paint, but they also learned about the history of China's modern development, how hard it is to get a happy life today, and how to be grateful and responsible. The children's contact ability with the country was enhanced and their patriotic consciousness was cultivated.



Figure 1. Preschoolers' National flags 10cm*7

3.1.2 Teaching case

Subject	Masquerade		
Teaching ideas	Through the children's own observation and learning, they are able to learn about the changes in the five senses and learn what the masks at other masquerades look like by watching video images. First, in the process of making the masks, the children are educated to associate loyalty, goodness and evil with colors. Second, in the process of attending the masquerade, the kindergarten teacher create opportunities to design parent-child activities and arrange for parents and children to play games together. The children's contact ability can be exercised through these two methods.		
Class	Kindergarten class		
Time	30 minutes		
Teaching objectives	<ol style="list-style-type: none"> 1. Children are able to appreciate masks and feel the beauty of mask art. 2. Children are able to learn to make masks with crayon materials to express the facial features of people. 3. Children are able to experience the fun of the masquerade and exercise the ability to contact with people in the process of carrying out the masquerade. 		
Teaching points	<ol style="list-style-type: none"> 1. Children are able to understand the facial structure of the character. 2. Children are able to use crayons to express concrete images on drawing paper through artistic processing. 3. The ability to contact with people can be exercised during the masquerade. 		
Teaching preparation	Teachers: teaching videos, PPT lesson plans Students: oil sticks, hard cardboard		
Teaching process			
Organizing teaching	Teachers and students greet each other so as to stabilize the emotions.		
Teaching sessions	Kindergarten teacher activities	Children's activities	Design intention
Introduction to the new lesson	The teacher asks each child to bring a mirror and answer the question "What are your five senses?" The teacher makes a variety of facial expressions to let students observe the changes in facial features.	Children observe the five senses according to the kindergarten teacher's instructions and answer the questions asked by the kindergarten teacher carefully.	Looking at their own five senses through a mirror is more vivid than watching videos or pictures, and helps children understand the five senses and different expressions. It sets the stage for the rest of the lesson.
Teaching new lessons	The teacher shows the video and instructs the children to observe how other masquerades are presented. "Imagine what kind of mask you would draw if you were attending a masquerade dance."	Through the guidance of the teacher's teacher, the children learned the form of masks in other makeup parties.	Through the video to understand how the masks on the masquerade dance are represented, so that children can have certain ideas on how to draw the masks.

Kindergarten teacher coaching	<p>1. Children should draw pictures through their own observation and imagination. Kindergarten teachers encourage children to have innovative ideas and instruct them to use their own brains not to copy other children's drawings.</p> <p>2. Children can choose any material and painting method.</p>
Classroom assignments	Draw an exaggerated mask (laughing, making a face, angry, surprised)
Assignment evaluation	Through the mirror observation, children will learn about the five senses and the exaggerated deformation of human expressions, and a video will be shown to guide them to learn how the five senses are created through artistic processing to make masks. Children can create and exaggerate the five senses and add various decorations through their own artistic processing to make mask designs.
Conducting the masquerade	Children finished the painting and brought their new masks to the masquerade dance, during which the parents participate in a show or game with the children. The children's ability to contact with their parents, friends and kindergarten teachers was enhanced.

Children's Work Display



Figure 2. Chang Xiao Mask 42cm*29cm



Figure 3. Li Zheyu Mask 42cm*29cm



Figure 4. Preschoolers' Masks 13cm*5cm

3.1.3 Teaching reflection

When the kindergarten teacher taught children about the relationship between masks and colors, for example, Cao Cao is a white face, which represents treachery; Guan Yu is a red face, represents loyalty and courage; a blue face represents strength and resourcefulness; a yellow face represents bravery and swartness or ferocity and cruelty; a green face represents courage and irritability; a pink face represents old age, and so on. The video was designed to develop children's ability to make contacts between colors and loyalty, goodness and evilness. Through the video, children could learn about the many forms of masks people wear at masquerade balls and ask questions to give children a preliminary idea of what they want to draw in their minds. The children were taught drawing techniques and they were not interfered much in the drawing process. This helped the children to express their own ideas. The purpose of the lesson was to develop the children's contact ability not only in the process of painting with color associations, but also in the process of the masquerade with their parents, kindergarten teachers and children. This lesson showed that the children had mastered the skills and had some drawing ability. Due to the age of the children, they would unintentionally look at other children's work and imitate what they thought was good. For example, in this lesson, the children had the problem of imitating each other's drawings of bows. At the end of the lesson, I asked the children to cut out their drawings and make masks. And I held a particularly interesting masquerade ball, in which the masks made by the children looked rough and childish, but they were very meaningful to the children themselves. The most important thing was that the children and their parents could develop a deep relationship during the rehearsal and performance process. In addition to parent-child activities, children's games and teacher-student interaction were also arranged during the masquerade ball. These also greatly developed the children's contact ability. The whole process was quite successful, but there were some shortcomings. The class scene was a bit chaotic, with parents making loud noises and taking pictures that affected the performance, which needs to be corrected in the future.

3.2 Teaching examples of developing children's sense of security through aesthetic education

3.2.1 Teaching strategies and application

The kindergarten teacher asked the children to put their own works on the wall and commented on the children's works by encouraging, praising and approving the children's drawings, and giving advice if the children did not draw correctly. A naughty boy named Kang Sihang was drawing very carefully, but while he was drawing, he suddenly found that he did not have a red crayon in his crayon box. And then he found that his deskmate Liu Yun was using a red crayon, so he grabbed it and continued to draw happily. However, Liu Yun was angry and cried when she was robbed of the crayon. Finally, it ended up with Kang Sihang apologizing to Liu Yun after they had told what happened to the teacher, argued and cried. In this process, the kindergarten teacher did not directly interfere with the two children but silently observed them and gave them the opportunity to solve the problem by themselves. In the long run, children will have the confidence to solve problems on their own and will not rely too much on teachers and parents when they encounter problems, thus enhancing children's confidence and developing their sense of security. Kand Sihang's work was evaluated that "The alien painted by Kand Sihang is vivid and can be seen to be completed carefully. However, in the process of drawing, Kand Sihang grabbed Liu Yun's crayon, which is a bad behavior. I hope him to correct it next time." To praise children, we should use specific language. When praising children's work, we should not use general words such as "You draw beautifully and you are so smart". This will make it unclear to the child what he or she has done well, what is right should be kept, and what is wrong should be discarded. When praising children, it should be specific to "You are very careful in drawing. Your drawing composition is

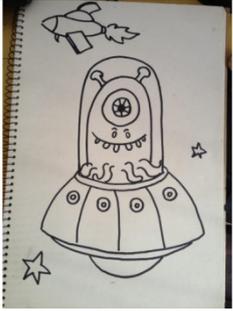
good." (When using such specialized words as composition, we should use simple language that children can understand, e.g., you have arranged the relationship of each item on the picture very well or the size of each item is very suitable for drawing, etc.) [3]. After the child has been recognized, the kindergarten teacher should also squat down and give the child a tight hug so that the child can feel loved and secure. These good experiences should not only be understood and applied by kindergarten teachers, but also by parents in regular meetings, so that parents and kindergarten teachers can be consistent in their teaching and can better enhance children's self-confidence and develop their sense of security [4].

After a long period of teaching practice, it is found that children especially do not like to be asked to draw any specific thing. When asked to draw an apple neither big nor small, children often feel annoyed or forget the kindergarten teacher's instructions, resulting in not drawing as they are asked. In fact, I think children are born to draw. They don't need adults to teach them how to draw a car or a person and they have their own unique perspective on the world. When they can express it in their own way on the paper, they will inadvertently revel in it, which will give them great satisfaction. In the Alien class, the kindergarten teacher teaches children the steps and techniques of drawing, but unlike some drawing institutions, namely, the teacher does not require the children to draw one stroke and then the children must draw the same as the teacher. Therefore, the works of the Alien class show that there is still a lot of room for children's free play in drawing. When children are intoxicated with their own paintings, kindergarten teachers should not interfere too much with children's creativity, but learn to let it go and give them more space. And maybe it will be better.

3.2.2 Teaching case

Subject	Alien
Teaching ideas	Because people with confidence have a sense of security, the lesson "Alien" focuses on using aesthetic education to develop children's confidence. Children in kindergarten classes are usually around five years old and need encouragement, praise and recognition from their kindergarten teachers. In the lesson, the role-play of the kindergarten teacher arouses curiosity before the children observe the pictures carefully. The teacher makes a painting demonstration for the children to observe and learn the steps, and lets the children play freely during the painting process. The whole learning process generates a chemical reaction in the children's brain, and they learn the painting techniques to draw well and eventually get the approval of the kindergarten teacher. At the end of the painting, the teacher should let the children post their works on the display wall to let the children evaluate their favorite painting and tell their merits, so that the children can not only be recognized by the kindergarten teacher but also by their partners, which greatly enhances their self-confidence and makes them feel safe.
Class	Kindergarten class
Time	30 minutes
Teaching objectives	<ol style="list-style-type: none"> 1. Children are able to try to create with rendering and line drawing. 2. Children are able to learn imagination and free creation. 3. Children are able to have self-confidence and find security in the process of learning to draw.
Teaching points	<ol style="list-style-type: none"> 1、 Children are able to learn to create with rendering and line drawing. 2、 Children are able to express the image of aliens through your own imagination. 3、 Children are able to learn to believe in yourself and see the good in others.

Teaching preparation	Teacher: PPT lesson plan Students: light color paints, water, oil sticks, sponge brush, drawing paper.		
Teaching process			
Organizing teaching	Teachers and students greet each other so as to stabilize their emotions.		
Teaching sessions	Kindergarten teacher activities	Children's activities	Design Intention
Introduction to the new lesson	The kindergarten teacher appeared in front of the children with an alien mask to arouse their curiosity and introduced herself to the children by telling them that she was from another planet other than Earth, thus introducing the new lesson.	The children looked at the kindergarten teachers with curiosity and were excited to answer their questions.	The kindergarten teacher arouses children's curiosity by playing aliens and keeps them interested in learning what comes next.
Teaching new lesson	The kindergarten teacher let children observe the pictures and videos so that they knew what aliens looked like, what was in space, and what aliens looked like besides the images in the pictures.	Children looked closely at the pictures and found out what was in them.	By observing the multimedia videos and photos, children will have a preliminary idea of what aliens look like and what things are in space, which will prepare for the next drawing.
Multimedia and picture display			
Teacher demonstration	1. Draw the outline with an oily edge stroke.	2. Then paint the color with oil stick. 3. Use a sponge brush or a row brush to dip in water and brush the whole sheet. Pay attention to brush evenly.	4. When the water is not dry, the brush tool is dipped in diluted paint to apply to the picture, allowing the water and paint to blend naturally and create a rendering effect. 5. Finish after the paint is dry.

			
<p>Kindergarten teacher coaching</p>	<p>The kindergarten teacher reminds children that they should not use too much water when brushing with water, and to avoid repeated brushing that can break the paper. The children can use a variety of paints for rendering and pay attention to color matching.</p>		
<p>Classroom assignments</p>	<p>Then children can start to give full play to their imagination and create paintings about aliens.</p>		
<p>Assignment evaluation</p>	<p>Children's appreciation level can be improved by viewing the master Miro's works. Children should learn to paint using the methods of oil and water detachment and rendering. Children watch alien videos to learn about extraterrestrial space and create paintings with imagination.</p>		

Children's Work Display



Figure 5. Li Xin Alien 29cm*42cm



Figure 6. Zhang Xinyu Alien 29cm*42cm

3.2.3 Teaching reflection

The lesson Alien has a different impact on children than the "traditional" lessons, because no one has clear evidence of having seen aliens, and most aliens are a conception of unknown beings other than humans. As preschoolers, they know even less about aliens. The more mysterious things are, the more room for children's imagination to flourish. The purpose of this lesson is to develop children's sense of security through the lesson Alien, so how can children have a sense of security? The lesson is summarized through two points. The first point is that only those who have self-confidence can feel safe and the second point is that children who are surrounded by love during childhood can feel safe [5]. It is based on these two points that the lesson Alien is designed. According to the first point of giving children self-confidence, a more detailed process of evaluating works is designed. First, excellent works will be selected to give appropriate encouragement, praise and recognition and suggestions for the bad areas are proposed. Secondly, the children are taught to evaluate the merits of their own or other children's drawings. Children learn to appreciate others and themselves so that

they can find self-confidence. Lastly, it is about having enough love in childhood. Children receive love mainly from body language. Squatting down and giving children a tight hug eye to eye and hand to hand are great ways to do this. As a kindergarten teacher, we should give 3 such hugs per child every day, which can make children feel safe. It is not enough to only give hugs by kindergarten teachers but also to teach parents to do the same in order to make children feel loved and secure. There are also some shortcomings in this lesson. First, children scrambled to answer the questions during the evaluation process, and children who were not asked the questions would directly tell their ideas and affect the discipline of the class. Second, the kindergarten teacher was not detailed enough in the method of applying watercolor, which caused children to apply unevenly and affected the effect of the work. Through this lesson, some shortcomings in teaching were found, and they will be paid attention to and corrected in future teaching practice.

4. CONCLUSION

The preschool years are an important time for habit formation, emotional and intellectual development, and also the easiest time to shape and nurture children. Preschoolers are also the most vulnerable. They are closely dependent on adults, and a small negligence on the part of an adult can cause them a lifetime of irreparable pain, or even death. Preschoolers are also full of intelligence. They often have extraordinary creativity and make things that adults cannot imagine, especially in art. It is often said that the paintings of art masters are closest to children's paintings. Therefore, as parents and teachers who influence the future of children must pay attention to their education, mental health and physical health. Having excellent contact ability and a full sense of security are the keys to determining the mental health. After long-term art teaching practice for preschool children, I summarized the following effective conclusions; connection ability and sense of security are an important part of determining children's future development, aesthetic education can serve as a medium to effectively promote the formation of connection ability and security. According to the above conclusions, I have written a series of teaching contents such as "Masquerade", "Alien" and "Joker" to cultivate children's connection ability and sense of security, and used aesthetic education to promote the formation of children's connection ability and sense of security.

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