THE MAJOR OF PRESCHOOL EDUCATION ART CLASSROOM MANAGEMENT BIBLIOMETRIC RESEARCH

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This study takes the research on the management of art classroom teaching in preschool education majors as the starting point, combines the actual work requirements of kindergartens for the artistic ability of preschool education majors, and investigates and analyzes the current situation of art classroom teaching management in preschool education majors. Teaching management reforms and suggestions such as content and objectives. To ensure that graduates of preschool education majors can manage kindergarten art activities, improve teaching management methods that strengthen practical abilities in art courses of preschool education majors, and make some useful explorations for cultivating qualified and excellent kindergarten teachers and managers.

Art classes in preschool education majors have dual attributes of theoretical and practical training. This study is based on influencing factors such as students' artistic foundation, classroom conditions, and the artistic quality of teachers. In the research and integration of various variables, new questions will inevitably arise, which will be another starting point for exploring art classroom management.

Key words: preschool education major; art classroom; classroom management; effectiveness

Introduction

Gu M.Y. (2022) in the preface of "Chinese Education Journal": "The classroom is the main channel for cultivating talents. To do a good job in aesthetic education, we must seize the key environment of the classroom and cultivate students' thinking ability and aesthetic taste through aesthetic teaching".

Since the 20th century, human society has been facing increasingly serious problems such as environmental degradation, ecological imbalance, and biosphere disharmony. The various uncoordinated relationships among humans caused by resource redistribution have endangered the survival and development of human beings themselves.
To solve this biggest problem in the history of human existence, it is difficult to rely solely on the research results of ecological environment, bioengineering, cultural anthropology, and other disciplines. The entire human race urgently needs to establish a profound ecological awareness in thinking, understand the dependence between humans and nature from a higher level, and understand the harmonious relationship and social order that humans should have, to promote the comprehensive development and development of all individual members of humankind, comprehensive progress of human society.

Similarly, there is also an ecological balance problem in the education system. The uneven development of various factors within the system will also lead to ecological imbalance. It is of great significance to combine the viewpoints and methods of ecology to study the relationship between the elements in the classroom management-related system, and to find out the factors that affect the imbalance of the system so that classroom management-related and teaching is in a dynamic balanced development state. How to manage art classroom teaching, how to embed art classroom ideas, and how to help each student gain the greatest aesthetic feeling?

Research question

Regarding related research on classroom management, different scholars have obvious differences in their research dimensions. Some scholars focus on the effectiveness of classroom management, some focus on physical classroom management, and some emphasize the classroom where teachers and students interact, management related.

This study conducts a multi-angle and multi-faceted comprehensive analysis of teachers, students, students, environment, and other factors from the dimensions of the physical environment, psychological environment, and cultural environment to further clarify the influencing factors related to art classroom management.

Research method

Bibliometrics method

In the process of conducting this research, I extensively browsed many Chinese and foreign journals and books, and read representative and important literature, especially literature on classroom management-related methods, art, ecological theory, etc., and combined the latest information with combining it, further sorting, analyzing, and summarizing it to ensure that this research is based on previous research, innovates, and achieves the unity of inheritance and innovation.

Theoretical research method

The theoretical research method of educational management philosophy is also called the speculative method. As opposed to empirical research, it studies educational management phenomena in the form of theoretical thinking or speculation.

In this study, the genetic method is used to review the development of effective teaching management and art classroom teaching ideas at home and abroad and the logical thinking method is used to expound the relevant views on art classroom management, and the strategies related to art classroom management are explored.

Research behaviors related to classroom management.
THE MAJOR OF PRESCHOOL EDUCATION ART CLASSROOM

Literature review

Aesthetic education

Aesthetic education, also known as aesthetic education, is an education that subtly cultivates people's emotions, cultivates aesthetic abilities, and shapes a sound personality through natural beauty, artistic beauty, social beauty, and scientific beauty.

Cai (1980) pointed out that its purpose is to cultivate a lively and quick-thinking spirit and develop a noble and pure personality. Cai (1980) proposed that aesthetic education is perceptual education based on Baumgarten's understanding of aesthetic education. He then proposed the view that aesthetic education is perceptual education and described the basic characteristics of aesthetic education: educating people from the perceptual and emotional levels.

Du (2010) believes that aesthetic education is education that awakens people’s five senses and enriches people’s souls and emotions. Given this, Schiller called it emotional education and expanded Bao's theory, believing that aesthetic education is "the intermediary that communicates sensibility and rationality, nature and humanities, knowledge and morality" (Cheng L., 2018).

Classroom management

Classroom management is an individual development model proposed by U Bronfenbrenner, which emphasizes that developing individuals are nested in a series of interacting environmental systems. In these systems, the system interacts with and affects the individual. develop. The International Encyclopedia of Education states that "classroom management is the process of creating a favorable environment for students to participate in classroom activities. Therefore, from the perspective of classroom management, the relationship between biological and non-biological environments is expressed as teachers, students and the relationship between the environment, the relationship between biology and the biological environment is expressed as the relationship between teachers and students, and between students and students (Sun, 2011).

Preschool education

Preschool education is an undergraduate major in ordinary colleges and universities. It is an education major. The basic study period is four years and a degree in education is awarded. The basic knowledge, basic theories, basic skills, and methods necessary for this major, with a strong spirit of innovation and entrepreneurship, practical ability and management ability in educational entrepreneurship, and the ability to be competent in education, teaching, management, and research in various types of education and management institutions at all levels of senior professionals.

The Higher Education Steering Committee of the Ministry of Education (2018) proposed that the curriculum system mainly include theoretical courses, practical courses, and a graduation thesis (design). Theoretical courses consist of three types of courses: general education courses, professional basic courses, and professional orientation courses. General education courses include university public courses, innovation and entrepreneurship education courses, and related humanities and social sciences, science and engineering, and art education courses; professional basic courses include basic theories and methods of preschool education.
To serve the guidance of corresponding activities in the five major areas of health, language, society, science, and art proposed in the kindergarten education guideline (Kindergarten Education Guidelines (Trial), 2002).

**Communicative action theory**

In the 1980s, Hammarbes first proposed the theory of communicative action in his book "The Theory of Communicative Action". Communicative behavior refers to the mutual understanding and coordination behavior achieved through language or other media between at least two or more subjects with language and behavioral abilities.

Communicative behavior has rich connotations: the subjects of communicative behavior are two or more people with language and behavioral abilities; the means of communicative behavior are mediated by language or other symbols; the main form of communicative behavior is honesty between subjects Dialogue; the principle of communication behavior must be based on the social norms recognized by the public as its code of conduct; the goal of communication behavior is to achieve mutual understanding and coordination between people through dialogue (Zhang, 2007).

Educational communication is reflected through teaching behaviors and classroom management. Communication theory advocates that teachers and students are both in the "subject" position in teaching. That is, teachers serve as organizers, guides, and participants of teaching activities, and they are also learners. While bringing knowledge to students, they have improved and grown.

The main viewpoints of Western research work on art focus on highlighting the important role of aesthetic education, and propose that aesthetic education should be implemented in schools to promote student development.

We find that research related to art classroom management is mainly reflected in:
1. The increase in Chinese and foreign aesthetic translations and works.
2. Education plays an important role in quality education.
3. With the continuous deepening and enrichment of art education resources, the subject research basis of art education has also expanded from beauty and philosophy to multi-disciplinary research structures such as psychology, sociology, education, brain science, etc., and has risen to various macro and micro studies.

In recent years, research on related art classes has gradually increased. Colleges and universities have successively launched aesthetic education and aesthetic research in related professional courses.

**Research conclusion**

**Bibliometric analysis**

Searching with the subject words "classroom management related", "art and classroom" and "ecology and classroom", from 2000 to 2022, there are more than 1,740 related documents on art and classroom, including 32 doctoral theses; master's degrees There are 410 dissertations; 89 major conferences; 2 international conferences; and 8 major newspaper full-text databases. The focus ranges from the exploration and research of integrating art into various disciplines to the transformation of art classroom practice and implementation research.
There are more than 5,460 related research documents on ecology and the classroom, including 89 doctoral theses, 867 master's theses, and about 210 important conference papers at home and abroad. They mainly range from preliminary observations of classrooms from an ecological perspective to application strategies and systems of ecological classrooms. Construct.

There are approximately 4,080 related literatures on classroom management, including 24 doctoral theses, 1,580 master's theses, and 156 papers from important domestic and foreign conferences, mainly from theoretical models and behavioral research to problem strategies and system construction research.

From the number of published articles, we can understand the attention paid to art and classrooms and the research progress of this research topic. In the past 20 years, the number of literature publications on art classroom management-related research has been the overall trend is upward. From 2019 to 2021, the number of papers on related topics has declined.

**Quantitative study of classroom management literature**

Almost all studies related to classroom management point out that those classroom management-related skills are sufficient to determine the success or failure of teaching. In order to better promote the sustainable and coordinated development of people and society, the committee further proposed four pillars of child education: learning to know, learning to do, learning to live together, and learning to survive.

Relevant research is mainly reflected in:

1. The increase in translations and works on educational ecology and ecological classroom.
2. With the continuous deepening of ecological classroom research, classroom research has transformed from a single perspective of teacher management and student subject research to a comprehensive quality education that should combine teachers, students, and the environment.
3. The important influence and role of ecological classrooms in education. From the function of classroom teaching to further establish the function of sustainable and coordinated development of human beings, a new development model that respects nature and respects people more.
4. With the continuous deepening and enrichment of ecological classroom education resources, the research basis of various disciplines has also risen from the research and construction of traditional teachers and students' real classroom environment to various management approaches and research methods of online courses and AI 4. In recent years, research on classroom management from a relevant ecological perspective has gradually increased.

**Review of main points**

Beginning in the 1960s, William Glasser's reality therapy, Rudolf Dreikurs' goal-oriented approach, and Tom Gordon's effective teacher training methods have been developed. These methods or models as a whole show a counseling orientation (counseling) and have been widely used, and are gradually changing people's concepts and actions related to classroom management.

The most influential behaviorism educational theory related to classroom management is Lee Canter's decisive discipline method. The decisive discipline method emphasizes that
teachers must decisively insist on the behavior displayed by students, must decisively put forward their expectations and requirements for students' behavior, and convey to students exactly what behavior is unacceptable and what behavior is unacceptable. It is acceptable behavioral information that provides a complete set of planned steps through group reinforcement to control relevant problematic behaviors. Behaviorist classroom management shows a strong orientation towards behavior modification.

From the 1990s to the beginning of the 21st century, when constructivism was prevalent, people paid more attention to student variables and learning processes that are crucial to positive learning outcomes. Jeffrey Cornelius-White.

Many studies have also shown that student-centered teaching strategies are beneficial to all students, including students with special needs, in terms of cognitive, authentic learning, and student engagement support (Brooks, 1999).

**Conclusion and recommendations**

When developing students' artistic skills, preschool education majors must first pay attention to classroom environment management and clarify many basic theoretical contents in classroom environment management. Under the background of the new curriculum reform, teachers must establish a new classroom model, with special emphasis on classroom interaction, and encourage students to explore in-depth independent learning and cooperative learning models in a good classroom management atmosphere.

**The value of students’ artistic literacy and skill development**

Students majoring in preschool education not only need to master the knowledge content of educating preschool children in the future in campus classrooms, but also should continuously enrich their other knowledge reserves, such as learning a large amount of art knowledge, mastering awareness skills, and cultivating artistic literacy.

**The impact of classroom management on the cultivation of students’ artistic literacy**

Classroom management work includes many aspects, including classroom physical environment management, classroom student psychological environment management, and classroom institutional environment management. The three major classroom environment management tasks will produce volatility and directly affect the teaching effect. For preschool education students to learn art knowledge content, classroom management work is crucial.

**The impact of classroom physical environment management on the cultivation of students’ artistic literacy**

As designers, organizers, and implementers of classroom layouts, teachers should think about how to manage the physical environment to optimize teaching effects. Effectively mobilize students' enthusiasm for learning. The creation and management of the correct physical environment can indeed improve students' learning experience in art knowledge, help them better integrate into the classroom atmosphere, and apply what they have learned in art knowledge.
The impact of classroom psychological environment management on the cultivation of students’ artistic literacy

Teachers must create a relatively harmonious art learning environment for students and should make it clear that their learning effects must be related to their intelligence level, emotional changes, learning methods, etc., especially their psychological state. Ensure that a harmonious teacher-student teaching environment and relationship can be formed between us and students give full play to students' awareness of participating in art learning, and constantly mobilize students' enthusiasm for learning.

Secondly, teachers should accept different opinions from students of different ability levels, encourage students' imagination and creativity in art teaching activities, allow students to express their different opinions on art learning, and start the teaching process from more innovative perspectives. So that teachers and students can discuss and evaluate various artworks from students at different levels.

The impact of classroom institutional environment management on the cultivation of students’ artistic literacy

Good classroom institutional environment management can influence the process of art teaching, and at the same time affect the artistic literacy cultivation process of preschool education students.

In teaching, teachers will apply the "practical activity method", complete the dynamic evaluation process in time during actual music practice activities, and record all students' speeches and performances in class to provide a basis for "mutual evaluation" and "comprehensive evaluation" after class. "Evaluation" provides a reference.

From the perspective of the evaluation model, for professional students, it can be carried out in the form of daily music lessons combined with periodic learning performance evaluations. During the evaluation process, attention is paid to the cultivation of students' teaching evaluation technology methods and evaluation results and strives to achieve the simplicity of the evaluation process and objective comprehensiveness.

Recommendation

Create good classroom management to help students improve their artistic literacy and skills.

First, plan elegant classroom goals and guide students’ art learning. Teachers guide students to participate in the art learning process and train them to become art education guides and organizers for preschool children aged 3 to 6 years old in the future.

Therefore, in the process of planning elegant classroom goals for students, teachers include many art courses, such as hand-making, color painting, oil painting, sketching, etc. that focus on hands-on practical skills. Strengthen students' artistic aesthetic interest in preschool children's art, music, dance, and other related courses, help students gain more good aesthetic experiences during the art teaching process, and enhance their artistic literacy.

Second, build an open classroom environment to stimulate students’ artistic interests. In the process of building an open classroom environment, teachers must ensure that professional students have a deep understanding of artistic literacy, participate in the process of learning artistic skills, have an in-depth mastery of artistic knowledge such as art, dance, vocal music, etc., and truly can draw, play, and jump and singing and other artistic skills, and then develop the ability to appreciate art, music, dance, and other related works.
Third, establish a harmonious teacher-student relationship and enhance students’ artistic confidence. Teachers should establish a harmonious teacher-student relationship with students, continuously enhance students' artistic confidence, encourage students to express themselves easily and freely in the art learning process, and continuously improve students' artistic learning abilities. Fourth, use rich classroom content to strengthen students’ artistic literacy. Teachers need to enrich classroom teaching content and specifically focus on teaching art courses in preschool education majors to teach students some basic theoretical knowledge and skills and strengthen students' various aspects of artistic skills.

At present, the classroom management work in art classroom teaching in preschool education is not yet mature, and the management work is not rich in content and lacks systematicity.

Therefore, this article deeply discusses the impact of classroom management on the learning and mastering of art skills and the cultivation of artistic literacy among preschool education students and proposes effective response strategies that aim to expand the goals of art classroom teaching and clarify the dimensions of classroom teaching.

In terms of classroom management, it is also necessary to discuss the three major aspects of physical environment management, psychological environment management, and institutional environment management, to achieve a comprehensive optimization of classroom management work in the context of curriculum reform. In a word, it is to use classroom management to comprehensively improve the enthusiasm of preschool education students to participate in class and learning, ensure that students can learn in-depth, promote the deepening of the effect of classroom management reform, and improve the overall artistic core literacy of professional students.

References:


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