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Research on Aesthetic Experience of Jiangxi Preschool Visual Arts Curriculum Standard

Wu Chao¹, Lily Muliana Mustafa^{1,*}

² Faculty of Liberal Education and Studies, City University, Petaling Jaya, Kuala Lumpur, 46100 Malaysia

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ABSTRACT

The integration of visual arts curriculum standards and arts-based learning occupies a core position in preschool education, which comprehensively promoted the all-round development of preschool children, especially the construction of children's aesthetic experience. Overseas scholars confirmed that visual arts activities could be integrated into social emotional learning to help young children release inner emotions and shape social communication abilities. From the perspective of psychoanalysis, preschool children's painting and creation intuitively reflected their psychological activities and inner feelings. Cultural background and teachers' professional literacy affected children's art appreciation and creation performance, which proved the necessity of early continuous art exposure. Art education acted as an important carrier for cultivating aesthetic experience. Domestic scholars studied innovative aesthetic learning modes suitable for Chinese preschool children and pointed out that local traditional culture enriched children's aesthetic perception and creative thinking. However, the preschool visual arts curriculum system in Jiangxi Province was incomplete and lacked systematic art practice links, which restricted children's aesthetic development. Aesthetic experience contained four core dimensions: emotional perception, cultural cognition, visual observation and meaning comprehension. Visual creation broke the single appreciation mode and built interactive connection between children and artworks, realizing the dual development of cognition and emotion. This paper sorted out research progress of preschool visual arts and aesthetic experience, analyzed the value of visual arts curriculum standards in Jiangxi preschool education, summarized existing practical dilemmas, and provided references for optimizing local preschool art aesthetic education.

1. Introduction

The paper adopted A4 paper layout with double-column left-right layout, and the top, bottom, left and right margins were all set to 3 cm. The full text was compiled by Microsoft Word, single-

* Corresponding author.

E-mail address: lily.muliana@city.edu.my

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As an important carrier of Chinese traditional culture inheritance, visual art became an indispensable part of modern preschool education. Under the background of new curriculum reform, preschool visual arts teaching took cultivating children's aesthetic awareness and shaping correct values as the core goal, and the educational value of aesthetic experience was increasingly valued by educators. Arts-based learning effectively stimulated children's creativity, exercised thinking and expression ability, and laid a foundation for lifelong aesthetic literacy.

At present, domestic and foreign scholars carried out multi-dimensional research on preschool art education. Foreign research focused on the construction of art teaching models and the influence of art activities on teachers' teaching cognition; domestic research combined local cultural characteristics to explore localized art education paths, reflecting broader differences in educational concepts between Chinese and foreign art education systems [26]. Nevertheless, the visual arts curriculum in Jiangxi's kindergartens still had structural defects, insufficient systematic art training activities, and children lacked sufficient opportunities for independent creation and aesthetic perception, which hindered the deep formation of aesthetic experience. Based on this, this study sorted out relevant research theories, analyzed the practical status of preschool visual arts curriculum standards in Jiangxi, and discussed the internal logic between visual arts teaching and children's aesthetic experience, so as to put forward targeted optimization ideas.

2. Research Method

This paper adopted literature research method and theoretical induction method, following established principles for organizing and structuring academic research methodology [17]. Through sorting out domestic and foreign papers, monographs and research reports related to preschool visual arts and aesthetic education, it combed the theoretical connotation, research context and practical achievements of aesthetic experience in art education field; on this basis, it summarized the existing problems of Jiangxi local preschool visual arts curriculum, and formed research conclusions combined with educational pedagogy and psychological theory.

2.1 Literature Research Method

2.1.1 Literature retrieval range

2.1.1.1 Foreign literature Retrieved international journals of early childhood education, aesthetic education and art teaching, including international research on arts-based teaching, preschool creative cultivation and aesthetic experience dimension division.

2.1.1.2 Domestic literature Retrieved Chinese core journals, master's and doctoral papers, educational monographs, focusing on local preschool art curriculum research, traditional cultural aesthetic education and Jiangxi regional preschool education research results.

2.2 Theoretical Induction Method

Integrated psychoanalytic theory, Dewey's aesthetic experience theory [3], Vygotsky's cognitive development theory [24], and Piaget's theory of cognitive development [15], summarized the internal correlation between visual arts activities and preschool children's aesthetic development, and formed the theoretical framework of this paper.

3. Results and Discussion

3.1 The Dual Value of Preschool Visual Arts Education

3.1.1 Cultural inheritance and value shaping

Visual art carried thousands of years of Chinese cultural heritage. Preschool visual arts teaching undertook the mission of inheriting traditional aesthetics, guided children to understand traditional painting, handicraft and folk art, and helped children establish cultural identity and positive outlook on life and beauty [19]. In the new curriculum standard, art education was clearly included in the core aesthetic education module, and its status in preschool education was significantly improved, mirroring similar shifts toward embedding aesthetic education within evolving sociocultural conditions elsewhere [8].

3.1.2 Comprehensive development of children's abilities

Arts-based learning promoted the coordinated development of children's multiple abilities. Drawing, painting, handmade and other creation activities exercised children's imagination, logical thinking and hands-on operation ability, consistent with evidence that structured drawing play stimulates young children's creativity [13], and also helped children learn emotional expression and time management balance. Art creation provided children with a safe emotional output channel, so that children released inner emotions through painting and creation, and improved social emotional cognition [11].

3.2 The core connotation and developmental value of aesthetic experience for preschool children

Aesthetic experience referred to children's multi-dimensional interactive perception of art works and creation activities, covering four core elements: emotion, cultural understanding, visual perception and content comprehension [1]. Emotion was the core link of aesthetic experience; cultural background determined children's interpretation perspective of art works; perception and comprehension jointly completed the construction of aesthetic cognition.

Aesthetic experience was the core goal of preschool art education. Continuous aesthetic perception activities cultivated children's innovative thinking and aesthetic judgment. Integrating local traditional cultural elements into art teaching deepened children's understanding of regional culture and stimulated independent creative willingness [9]. Creating open art creation spaces allowed children to freely express their artistic cognition, which realized the transformation of aesthetic experience into personal growth and critical thinking ability [5].

3.3 Research Status of Visual Arts in Preschool Curriculum at Home and Abroad

3.3.1 Foreign research progress

Foreign scholars formed relatively mature research systems, including systematic work on assessing and evaluating visual arts education provision [7]. Some studies focused on the training of preschool teachers' art teaching ability, and confirmed that arts-based teaching optimized teachers' curriculum design cognition [4,16]; some phenomenological research explored the theoretical system and practical path of art education; related empirical studies verified that diversified art activities significantly improved children's creative expression ability [12,14]. Common art teaching forms included painting, color painting, plastic creation and handmade production, which were

widely set in foreign preschool curriculum systems and shown to cohere closely with formal art curriculum objectives [2].

3.3.2 Domestic research and local practical dilemmas

Chinese education circles gradually paid attention to the integration of visual arts into preschool curriculum standards, and formed two research orientations: creative guidance and free exploration. Scholars discussed the balance between standardized teaching and children's independent creation, and analyzed the transformation of preschool teachers' teaching roles under the new curriculum reform [6,18,22,25].

From the actual situation of Jiangxi Province, the local preschool visual arts curriculum had obvious deficiencies: the curriculum system lacked standardized structural design, single art activity types, insufficient integration of regional traditional art resources, and children could not obtain continuous and systematic aesthetic training, which restricted the full development of aesthetic experience, a gap also highlighted by comparative research on integrating diverse art forms into kindergarten curricula [23].

3.4 Internal Logical Relationship between Visual Arts and Aesthetic Experience

Visual art was the carrier of aesthetic experience, and aesthetic experience was the core achievement of visual arts teaching. Visual creation broke the single mode of passive appreciation, built interactive emotional connection between children and art works, and realized the integration of sensory perception, emotional resonance and cognitive understanding, an interactive potential also demonstrated when children's drawings are transformed into shared public artworks that strengthen community engagement with children's creativity [10]. Aesthetic experience was not simply recognizing beauty, but generating unique personal perception and emotional feedback through creation and appreciation activities, and finally forming children's independent aesthetic cognition and creative thinking.

4. Conclusion

Visual arts curriculum standard construction and arts-based learning were the core support for cultivating preschool children's aesthetic experience, which promoted children's imagination, critical thinking and emotional expression ability, and realized the coordinated development of cognition, emotion and personality. Domestic and foreign research confirmed that diversified visual art activities and cultural integrated art teaching effectively enriched children's aesthetic perception and creative potential.

At present, Jiangxi's preschool visual arts curriculum had incomplete system and insufficient systematic art practice, which could not fully support the deep cultivation of children's aesthetic experience. Aesthetic experience included four core dimensions of emotion, culture, perception and comprehension, and schools needed to build open, cultural and diversified visual art teaching spaces to stimulate children's independent creation and aesthetic thinking.

Subsequent research could combine the characteristic cultural resources of Jiangxi, optimize the localized visual arts curriculum standard system, design targeted art teaching activities, and further explore the long-term influence mechanism of aesthetic experience on preschool children's growth. Future empirical studies should attend to the validity and reliability of quantitative measures [20] and pilot test data collection instruments in advance to strengthen methodological rigor [21]. This

chapter did not add new research data and facts, and all conclusions were derived from literature sorting and theoretical analysis in previous chapters.

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