

## Original Paper

# Research on Teachers' Teaching Behavior in Kindergarten Art Teaching Activities

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### Abstract

*At present, most of the research on teachers' teaching behavior focuses on primary and secondary schools, and pays little attention to preschool education. Therefore, this study aims to understand the status quo of teachers' teaching behavior in kindergarten art teaching activities, observe teachers' teaching behavior, analyze its influencing factors, and put forward effective strategies for existing problems.*

*Based on observation method, this study combined with interview method to analyze and summarize teachers' teaching behavior, guiding and demanding practice behavior, evaluation and feedback behavior of activity results, and put forward suggestions to enhance children's subjective status, attach importance to children's sense of experience, and improve teachers' reflective ability.*

### Keywords

*young children, Art teaching activities, Teachers' teaching behavior*

## 1. Introduction

In their research on preschool teachers' behavior, Yi Lingyun and Liao Yi divided teaching behavior into three types according to the different influences of collective educational behavior: one is teachers' collective teaching behavior, the other is teachers' guiding behavior or demanding practice behavior, and the third is teachers' evaluation behavior of activities. (Research Office of Preschool Education, 2009) Donald Shaw once said in "Reflective Practitioners" that teachers' reflection on activities is an important factor affecting teaching behavior. (Schon, 1983) In addition, Yin Yingfei found through investigation and research that teachers did not pay attention to the needs of students in time during the activities, did not control the knowledge that children did not understand accurately enough, and there were unreasonable ways to ask questions. (Yin, 2011)

In terms of kindergarten art teaching activities, Li Xiujie once pointed out that the evaluation criterion should not be simply good or bad, which will not be conducive to the expression of children's personality. During the teaching period, teachers should evaluate children's works from multiple perspectives and carefully evaluate them according to their actual situation. (LI, 2015) And Rohnfeld believes, "Art teaching should provide a stage for children to display their works, and teachers should choose the right time to guide them." (RON, 1993) In addition, Kong Qiying believes that preschool teachers should pay attention to guiding children in every link of their creation. (Kong, 1998)

In the relevant research on teachers' teaching behaviors in kindergarten art teaching activities, Pan Huijuan and Jing Xiuqin found that teachers attach too much importance to mastering skills and knowledge in the teaching process, so they put forward the idea of emphasizing the subject and taking into account the individual. (Pan & Jing, 2014) However, Jin Zhang Xinzhu found through the investigation that teachers can ask children questions about the content of some works in a targeted way. Of course, the content of the questions should be related to children's daily affairs. (Jin, 2018)

## 2. Methods

### 2.1 Literature Research Method

This research mainly focuses on the investigation and research of teachers' teaching behaviors in kindergarten art teaching activities. By referring to books, journal papers, master's and learned papers, paper books and other materials related to kindergarten art teaching activities and teachers' teaching behaviors in China, the current research status is understood and the research ideas are sorted out and improved. It will provide important theoretical support for the next research on teachers' teaching behaviors in kindergarten art teaching activities.

### 2.2 Observation Method

Observation method is the main research method used in this study. It mainly observes and records kindergarten teachers' teaching behaviors in art. The researchers divide the contents of observation into three parts: the first part is the behavior of teaching knowledge to children adopted by kindergarten teachers in the process of art teaching; the second part is the behavior of guiding children's practice by kindergarten teachers. The third part is kindergarten teachers' evaluation and feedback on children's activity performance and results after the activity. The teaching behavior of preschool teachers is recorded in the form of text and video, and the emotions and states of children in the process of activities are observed, and the effect of teaching activities is observed. Through observation, recording, analysis and sorting out, the problems of teachers' teaching behavior in teaching activities are found.

The research tool is the "Teacher Behavior Observation Table" in the Kindergarten Education Quality Evaluation Manual (Appendix B). As for the classification of preschool teachers' teaching behaviors, it mainly refers to the Manual of Kindergarten Education Quality Evaluation, which divides teachers' behaviors into 18 small aspects according to the difference of teaching roles, as shown in Table 1-1:

**Table 1-1 Dimensions of Preschool Teachers' Teaching Behaviors**

Teaching behavior	Dimension division
Teaching behavior	Teach young children about art knowledge and theory
	Listen to children's questions about art knowledge
	Visual Presentation
	Patiently listen to young children's display of requests and questions of art knowledge
	Listen to the child's answers
	Inspiring behavior for young children
	Listen to young children's responses to their thoughts
The act of leading a young child into practice	Encourage young children to continue art activities
	Help/advise/explain
	Listen to problems young children are having
	Guide children to practice
	Provide multiple choices of types of fine art activities
Evaluation and feedback behavior on the results of young children's activities	Evaluation and feedback on the results of young children's activities
	General praise for young children
	An affirmation of a child's specific behavior
	A general denial of a young child
	The negation of a child's specific behavior
	Listen for expressions related to activity evaluation

### 2.3 Interview Method

Interview preschool teachers with Outline of Teachers' Teaching Behaviors in Kindergarten Art Teaching Activities to further understand the status quo and philosophy of teachers' teaching behaviors, find out the problems existing in teachers' teaching activities, and discuss and communicate with them in time.

This interview mainly selected six kindergarten teachers who were teaching in the kindergarten as interns, and the interview outline was written by the researcher according to the actual situation (Appendix A). The information of the six teachers is as follows, as shown in Table 1-2:

**Table 1-2 Personal Information of Kindergarten Teachers in X Garden**

Serial Number	Gender	The class you are in	Highest level of education	Teaching time	Major
T1	female	Smaller class	Undergrad	5	Preschool education
T2	female	Middle shift	Undergraduate	3	Preschool education
T3	female	Senior class	Undergraduate	8	Preschool education
T4	female	Primary class	Junior college	10	Preschool education
T5	female	Middle shift	Undergraduate	6	Preschool education
T6	female	Senior class	Junior college	4	Preschool education

### 3. Results

#### *3.1 Teachers Have the Most Teaching Behaviors to Children, among which the Teaching Knowledge of Art Is the Main*

In order to better analyze the reasons, the researcher subdivides the teaching of knowledge to children into 8 perspectives. (Research Office of Preschool Education, 2009) As shown in Table 2-1:

**Table 2-1 Statistics of Teachers' Behavior of Teaching Children Knowledge from Different Angles**

Teaching behavior	frequency	Percentage (%)
Talk about fine art knowledge and theory	82	25.62%
Actively listen to young children's ideas	31	9.68%
Visual Presentation	71	22.18%
Listen to requests from young children to display their work	26	8.12%
Ask questions when presenting knowledge	36	11.25%
Listen patiently to young children	30	9.37%
Focus on inspiring and guiding young children	26	8.12%

Teaching behavior	frequency	Percentage (%)
Listen to what young children share	22	6.87%
Total	320	100.00%

As can be seen from Table 2-1, in the teaching of children, the number of preschool teachers narrating art knowledge and theory reached 82 times, accounting for 25.62% of the total, and the number of teaching behaviors was significantly higher than other behaviors. In the interview with teachers, as to whether teachers are more inclined to self-discovery and exploration of children in the process of activities, T1 teacher said, "In art teaching activities, more emphasis will be placed on teaching children art knowledge and strengthening children's hands-on ability in painting, and there is not enough time for children to explore and discover." T3 teacher said, "In order to enable children to better complete the works of art activities, most of the time in the activity is to serve the final work presentation, and there is not enough time for children to freely play and explore." For example, in the middle class art painting activity "Color Bubbles", the teacher spent a lot of time to teach children the correct use of the oil painting stick. When the children got the oil painting stick and wanted to explore something different, the teacher would directly interrupt them and tell them to use the oil painting stick correctly for coloring. There are many similar situations. It is not difficult to find that kindergarten teachers pay more attention to children's receiving art knowledge and completing art works in art activities, while ignoring children's experience in the activities.

### *3.2 Direct Help is the Main Guiding Behavior of Teachers to Children*

The behavior of teachers guiding children to practice mainly refers to the teaching behavior of teachers intervening and guiding children in time when children deviate from the overall teaching goal or need teachers' help during art teaching activities. In this regard, the researchers subdivide it into five small aspects. (Research Office of Preschool Education, 2009) As shown in Table 2-2:

**Table 2-2 Statistics of each Dimension of Teacher's Guiding/Demanding Practice Behavior**

Teaching behavior	frequency	Percentage (%)
Encourage young children to continue their activities in the field of fine arts	12	17.39%
Offer help when young children are having problems	23	33.33%
Patiently listen to young children's problems and ideas	10	14.49%
Choose the right time to guide and	21	30.43%

Teaching behavior	frequency	Percentage (%)
inspire your child		
Pay attention to the variety of activity types	3	4.34%
Total	69	100.00%

It is not difficult to see from Table 2-2 that during art teaching activities, preschool teachers mainly focus on helping children solve problems and guiding and inspiring children to think. The frequency of teachers' behaviors in these two aspects accounts for 33.33% and 30.43% of the total, respectively, which is much higher than the frequency of other three aspects. As for the way teachers are more inclined to intervene when children encounter problems, T2 teacher said, "In order to complete the teaching goal faster and more effectively, when children need help, they are more inclined to solve problems by direct help to children." And T5 teacher said, "Although it is clear that guiding and inspiring way to introduce and help children is more conducive to promoting the comprehensive development of children, but after the art activities, there are often other activities arranged, in order not to affect the time of later activities, I prefer to use direct help." For example, when observing the art teaching activity "Spring on the fingertips", the activity is mainly to exercise children's hands-on ability, but the tearing action is particularly testing the flexibility of children's fingers, some children are slightly difficult in the tearing process, but after the end of the activity to carry out outdoor activities, so kindergarten teachers in order to complete the teaching task on time, They will choose to directly help children tear to speed up the progress of the activity, such behavior has happened many times in art activities. It is not difficult to see that teachers still choose to directly help children as the main way of behavior. However, the behavior of teachers directly helping children is not conducive to the development of children's hands-on ability, but also deprives children of the fun of exploring in art activities.

### *3.3 Teachers Are too General in Their Evaluation of Children's Activities*

The behavior of kindergarten teachers' evaluation or feedback on the results of children's activities mainly refers to that when an art teaching activity comes to the end, the kindergarten teachers will make comments and feedback on the children's performance and the completion of the works, so as to help them understand their own strengths and weaknesses. To this end, the researchers divided the kindergarten teachers' evaluation and feedback behavior into five perspectives for observation and research. (Research Office of Preschool Education, 2009) As shown in Table 2-3:

**Table 2-3 Teachers' Evaluation of Children's Activity Results and Feedback Behavior Statistics**

Teaching behavior	Times	Percentage (%)
Give general praise to young children for their	24	41.37%

Teaching behavior	Times	Percentage (%)
activity results		
Praise children for their specific behavior	18	31.03%
during the activity		
Indicates that the child's activity results did not	1	1.70%
meet expectations		
Criticize children's specific behavior during the	1	1.70%
activity		
Listen patiently to the toddler's ideas	14	24.13%
Total	58	100.00%

As can be seen from Table 2-3, during art teaching activities, preschool teachers gave the most general praise to children for the results of their activities, accounting for 41.37% of the total, indicating that the number of general praise was much higher than the number of specific praise. As to whether the teacher's evaluation of the results of children's activities is based on specific encouraging evaluation, T4 teacher said, "It is often easy to ignore the evaluation of children, and the evaluation prefers to use words such as excellent and very good to agree and praise the children." And T5 teachers also said, "During the activities, they pay more attention to the completion of children's activities, often ignoring the evaluation of children's specific behaviors, and most of the time, they will give a unified encouraging evaluation after the end of the activities." For example, in the middle class painting activity "Animals I Like", near the end of the activity, many children wanted to share their own works with everyone, but the teacher directly praised everyone, and those children who raised their hands silently put down their hands. From the interviews with teachers, it is not difficult to find that teachers habitually ignore the incentive effect brought by concrete evaluation, and lack the ability to reflect on and evaluate activities. The evaluation language of children's activity results is too general, and there are few concrete affirmative behaviors for children.

#### 4. Discussion

##### 4.1 Teachers Should Pay Attention to Improving Children's Subjective Status in Activities

Art teaching activities are carried out in kindergartens to promote the development of children, and children themselves are the ultimate goal of teaching. However, in the actual teaching situation, the dominant role of kindergarten teachers weakens children's subjectivity, so that children's experience and fun in activities will be greatly reduced. Therefore, the researchers suggest that kindergarten teachers pay attention to improving children's subjectivity during art activities, and give children enough time and space to explore and discover. For example, when children want to explore differently in the middle class art painting activity "Color Bubbles", teachers are advised not to interrupt children's

exploration easily. Should be patient to observe children's behavior, appropriate guidance, but also to be more patient to listen to children's ideas, to give children the opportunity to show themselves. When children seek help from teachers, teachers should first guide and inspire behavior, do not come up on the "one size fits all" directly to help children complete the results of the activity. The behavior of direct help is equivalent to depriving children of the ability to operate to a certain extent, and the behavior of guidance and inspiration will make the effect of the activity more effective.

#### *4.2 Pay Attention to Children's Experience in the Activity Process*

As a preschool teacher, we should create a relaxed and pleasant environment for children to experience and explore freely and boldly. In the process of activities, teachers can be a guide or a companion of children. Only when teachers are willing to truly understand children and listen to their needs, can they better mobilize children to participate in art activities. In art teaching activities, when children do not need help, preschool teachers can observe children's behavior as a bystander in order to find the right time to guide and inspire children. For example, when observing the art teaching activity "Spring on the Fingertips", most of the children can complete the task as required by the teacher. At this time, the kindergarten teacher can be a bystander. However, when some children have difficulty in the tearing process, the kindergarten teacher can take active guidance measures to help the children, but it is not the kindergarten teacher to replace the children to complete the tearing process, but can give the children some skills to help the children. Because only let the children feel the fun of the activity, let the children really get a good experience in the art activities, the children will be more active to learn and explore, the effect of the activity will be more effective.

#### *4.3 Teachers Should Pay more Attention to Activity Evaluation and Reflection*

In kindergarten art teaching activities, timely evaluation and reflection on the results of activities can help preschool teachers objectively examine their teaching behaviors, improve teaching effects, and help teachers find problems in teaching and make timely improvements. For example, at the end of the middle class painting activity "Animals I Like", many children raise their hands to indicate that the teacher wants to show their works and is eager to get praise and encouragement from the teacher. At this time, the kindergarten teacher should pay full attention to the expression and specific evaluation of the child, such as pointing out in detail what the child has done particularly well. Through the performance of children, we can find out which kind of praise is more conducive to motivating children, and at the same time, we can better reflect on it after the activity. Of course, activity reflection can also help to improve the professional level of teachers. Through the reflection and summary of activities, teachers can continuously accumulate experience, improve their teaching methods, think about better ways to achieve teaching effects, and constantly improve their teaching ability and level. In addition, the evaluation and reflection of the activities will also help promote the sustainable development of kindergarten education. Teachers evaluate and encourage children's specific behaviors, which is more conducive to children to find their own advantages and disadvantages, and also more conducive to mobilize children's enthusiasm for activities. In addition, teachers should constantly reflect on and



summarize their own teaching behavior, and actively improve their teaching ability and level, so as to better promote the development of children.

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## Appendix 1

### Outline of kindergarten teachers' teaching behavior interview on art teaching

Dear Teachers,

Hello! This is an interview outline of kindergarten teachers' teaching behavior in art teaching. Your views are very important. You are specially invited to participate in the interview for this study, in order to understand your teaching experience and confusion in art teaching activities, and to explore ways to promote children's development together. I hope you can spare your precious time to participate in this interview. Thank you for your support.

Finally, thank you again for your active cooperation and participation in your busy schedule.

The specific interview outline is as follows:

1. How long have you been working as a preschool teacher?
2. How do you understand the art activities in kindergartens?
3. Do you think it is necessary to carry out art teaching activities in kindergartens? If so, what are its benefits?
4. What factors do you think can affect your teaching behavior?

5. What expectations do you think the society has for preschool teachers to present the results of their activities in the field of art?
6. How many art activities do you think it is appropriate to set up in kindergartens every week?
- Do you think it is necessary to diversify the types of art activities?
8. Will you reflect on your teaching behavior after the activity?
9. What do you think is the most important purpose of art teaching activities?
10. What do you think needs improvement in the field of art teaching?
11. Do you think it is necessary for teachers to reflect after art activities?
12. Do you prefer children's self-discovery and exploration in the process of activities?
13. What kind of intervention do you prefer when children encounter problems during the activity?
14. Are your evaluations of children's activity results based on specific encouraging evaluations?

## Attachment 2

### Teacher Behavior Observation Sheet

Time: Teaching duration:

Highest education: Job Title:

Class: Activity Type and name:

Time (6th person)			Behavior coding	Teacher Behavior Description	Remarks
Hours	points	seconds			

### Behavioral coding

X1 Teacher's teaching behavior	X2 Teacher's behavior of leading	X3 teacher's evaluation feedback
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	and demanding practice	behavior