

Exploring the Strategies of Thematic Activities for Developing Early Childhood Art Core Experiences

-- Taking "Dinosaur" Theme Activity as an Example

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Abstract

The Guidelines for the Learning and Development of Children Aged 3 to 6 divide early childhood artistic learning and development into two sub-areas: feeling and appreciation, and expression and creativity, emphasizing the importance of the development of young children's artistic feeling, artistic expression and artistic creativity. Core experience is the most important and crucial artistic ability acquired by young children, including the acquisition of young children's ability to feel, express and create art. The development of core experience in art for young children is proposed to be guided by the spirit of the Guidelines, which includes the development of core experience in feeling, expressing and creating beauty for young children. This action emphasizes interest-centered and process-oriented. Confucius said, "It is better to know than to be good, and it is better to be good than to be happy." This one shows the importance of interest in learning. When an educated person is interested in what he or she is learning, he or she becomes passive and takes pleasure in learning, thus deepening his or her understanding. After the researcher's internship observation, he found that the familiar and mysterious dinosaurs have always been a topic of interest to young children, and the article utilizes this topic to create a situation to stimulate the core experience of feeling beauty, give the opportunity to cultivate the core experience of expressing beauty, and integrate various fields of education to develop the core experience of creating beauty.

Keywords

Thematic activities, Core art experiences, Early childhood art, Dinosaurs.

1. Introduction

In the field of pre-school education, arts education is an indispensable part of promoting the all-round development of young children. The Guidelines for the Learning and Development of Children Aged 3-6 (hereinafter referred to as the Guidelines) clearly state that educational activities in the field of the arts should cover the two major sub-areas of feeling and appreciation, and expression and creativity, with the aim of fostering young children's sensitivity to things of beauty, and their confidence and creativity in artistic expression. Art, as a core component in the field of art, is not only an important tool for young children to cognize the world and express their emotions, but also an effective way to stimulate their imagination and creativity. Therefore, it is of great significance to explore in depth how to effectively promote the development of young children's core experience in art, in order to enhance their artistic literacy and comprehensive ability.

This study focuses on the construction and development of core experiences in art for young children. Explore the development of core art experiences through the leadership of young children's interests, using the dinosaur theme as an example. Based on the connotation of thematic activities and the core experience of art, the relationship between the two is explored, emphasizing that on the basis of respecting the laws of physical and mental development of young children, the ability of young children to feel, express, and create beauty is promoted through rich art activities.

2. Sources of Research

2.1. Interest leadership

The American pragmatist educator Dewey put forward the three-centered theory of education, which attaches importance to the centrality of children's interests as an important element of child-centeredness[1], and emphasizes that interest is generated when a person falls into a state of fascination when dealing with things, and is immersed in them in a deeply integrated manner[2]. Different from Dewey's viewpoint, Herbart's viewpoint on interest holds that interest comes from things and activities that make people like them. The researcher found that the children in the class were generally interested in dinosaurs during the internship observation, and analyzed the reasons for this by combining the above views. First, young children are naturally curious and have a desire to explore. As prehistoric creatures, dinosaurs are characterized by mystery and unknown, which naturally triggers the curiosity of young children. They want to know how this huge and powerful creature lived and how it became extinct, and this instinct drives them to be interested in dinosaurs. Secondly, young children may come into contact with dinosaur-related toys, books, movies, etc. in their lives, and young children's integration with these real-life elements further stimulates their interest in dinosaurs. According to Dewey, education should be connected with children's life experience, and these dinosaur-related life elements are part of young children's life experience, and therefore more likely to arouse their interest. Thirdly, the social environment in which young children live will also have an impact on their interest. For example, if their friends, family members or teachers are interested in dinosaurs, or if there is a popular culture about dinosaurs in the society, such as the local children in Sichuan who have heard about the fame of Zigong Dinosaur Museum and have been inspired by the local culture of dinosaurs, all these may make young children become interested in dinosaurs.

Based on the ideas of the two educators, Prof. Yingjie Huang came up with the definition of interest: "Interest is the sustained effort that a person shows towards the learning activity in which he or she is engaged. Interest attracts a child to focus all his imaginative, cognitive, emotional and volitional efforts on a learning growth point. The young child perceives problems, asks questions, analyzes them, and solves them around his learning growth point, developing unique habits of mind and character traits in the process of hands-on learning and problem solving." [2] This suggests that in order to develop children's core art experiences through dinosaur-themed activities, it is necessary for children to have a strong and persistent interest in dinosaurs. Teachers need to take advantage of the children's strong interest in dinosaurs and the persistence of their interest to carry out dinosaur-related art activities centered on the children to expand their horizons and enrich their experiences.

2.2. Thematic Activities, Connotations of Core Art Experiences

Kindergarten thematic educational activities that is in kindergarten around a specific theme to carry out educational activities, specifically refers to young children around a unique developmental vein or developmental value of the theme of the educational activities, which to help young children to form a holistic understanding of the world, and to promote the

development of young children to become physically and psychologically harmonious “whole person” as the main theme [3], can effectively avoid the disadvantages of field education activities cut off the holistic nature of young children's life and cognition [4]. Therefore, this study concluded that the goal of kindergarten thematic activities is to be child-centered, to promote the overall development of children and to develop their comprehensive abilities. This includes intellectual, linguistic, social, emotional, physical and other aspects of development. Through thematic activities, children are able to learn and grow naturally in a relaxed and enjoyable atmosphere.

In the series edited by Prof. Jieqi Chen, the core experience of art is categorized into feeling beauty, expressing beauty, and creating beauty, and corresponding supportive strategies are provided in accordance with the laws and characteristics of young children's physical and mental development.[5]The categorization of the core experience of art coincides with the spirit of the Guidelines, which states, “We should fully create conditions and opportunities to develop young children's feelings and experiences of beauty in nature and social and cultural life, to enrich their imagination and creativity, and to guide young children to learn to feel and discover beauty with their hearts and to express and create beauty in their own ways” [6] coincides with the spirit. The so-called fine arts core experience is currently not clearly defined, but based on the interconnectedness of the five domains, Yanyan Li and Yunyan Liu define the mathematics core experience as “the foundational key concepts and competencies that young children need to engage in mathematical learning, and the degree to which teachers know and master these core experiences determines the quality of teacher support for young children's mathematical thinking and competency development.” [7]Therefore, for young children's art learning, this study defines core art experiences as the key, essential art concepts and competencies that young children need to acquire at this age.

2.3. Relationship Between Thematic Activities and Core Art Experiences

Thematic activities and core art experiences are mutually reinforcing and provide strong support and guarantee for the holistic development of young children, and the relationship between the two is mainly reflected in the following aspects: First, thematic activities provide rich materials and contexts for developing core art experiences. Thematic activities are usually centered on a central theme or event in the lives of young children, which can provide rich materials and backgrounds for art activities. At the same time, teachers guide children into specific situations for art creation by designing specific scenes and providing relevant materials, so that children can be more engaged in art activities and better understand and master the core art experience. Second, the development of core experiences in art promotes the realization of the goals of thematic activities. Art is one of the most important ways for young children to express their emotions and perceptions. In thematic activities, children express what they see, hear and feel through drawing, crafts and other forms of art, which helps them to better understand and experience the content and meaning of thematic activities. At the same time, the development of core art experiences cannot be separated from the practice of specific art activities. Through repeated practice and exploration in thematic activities, children acquire art skills and expressive techniques, which help them express themselves more freely and deepen the effectiveness of thematic activities. Third, the combination of thematic activities and core art experiences can optimize the use of educational resources, and teachers can effectively improve the effectiveness and quality of teaching if they skillfully combine the two and design art activities that are both cognitively appropriate and creative for children.

3. Policy of Nurturing

3.1. Creating Contexts to Stimulate Feelings of Beauty Core Experience

The core experience of perceiving beauty is specifically defined as, "In the process of extensive exposure to natural landscapes, living environments and works of art, young children feel the aesthetic characteristics of things,... , initially understand the aesthetic laws of things... , thus generating strong, individualized aesthetic emotions." [8] Cultivating the core experience of feeling beauty in young children essentially promotes the aesthetic development of young children, "which is to guide students to intuitively visualize this aesthetic imagination, to open up a fascinating territory of freedom for spiritual enhancement, so that they can quietly generate a healthy and beautiful sensibility in the wandering of the spirit, and use it as the basis for scientific cognition, and poetic inhabitation in the world. " [9] That is, by guiding young children to feel aesthetic objects intuitively, aesthetic education can not only enhance the spiritual realm of young children, but also help them cultivate a sound sense of sensibility, which is an important foundation for young children's knowledge of the world and understanding of life. At the same time, this sensibility is an important prerequisite for young children's scientific cognition, which enables them to observe and understand the world with a broader and deeper perspective.

Prehistoric giant dinosaurs deeply attract the curiosity of young children with their huge bodies, unique appearance and mysterious living habits. Carrying out dinosaur theme activities allows children to feel the aesthetic characteristics of dinosaurs and their surroundings such as form, color, texture, space, etc., and initially understand the aesthetic laws of emphasis, movement, balance, etc., so as to produce a strong, individualized aesthetic emotion. Therefore, the aesthetic value can be explored from the aspect of environment creation and activity supporting materials.

3.1.1. The Aesthetic Value of Environmental Creation

Environment creation is an important part of education. Through the arrangement of teaching aids such as dinosaur display boards and dinosaur models, a vivid and graphic world of dinosaurs is created. Teachers use these teaching aids to guide children to observe the color characteristics of dinosaurs and to understand the color differences and changes of different kinds of dinosaurs, so that children can intuitively feel the beauty of the form and color of dinosaurs, as well as the harmony between dinosaurs and the natural environment in such an environment. This feeling of beauty not only enhances young children's knowledge of dinosaurs, but also cultivates their aesthetic emotions.

3.1.2. The Aesthetic Role of Material Packages

Teaching materials such as the digital resource "Dinosaurs" show the life scenes and characteristics of dinosaurs in various forms such as images and sounds. These vivid images and realistic sounds can enable children to understand dinosaurs more deeply and feel the diversity and uniqueness of dinosaurs. At the same time, these materials can stimulate the imagination and creativity of young children, so that they can create the world of dinosaurs in their own minds while appreciating the beauty of dinosaurs.

3.2. Giving Opportunities to Develop Core Experiences of Expressive Beauty

In terms of the nature of young children's core experience of expressive beauty, young children's expressive beauty is characterized by both artistic expression and reproduction [10]. "Expression" refers to the emotional expression of the author's subjective drive; 'reproduction' refers to the author's objective reflection of specific things [11]. According to the continuous progression of young children's painting development period, 3-6 years old children are in the period of scribbling and illustration, this period of young children's artistic

experience is more personal inner emotion and the embodiment of the preliminary understanding of the objective things, often not bound by the consistency of the form of the characteristics of the things that are expressed in an exaggerated, abstract and other characteristics of the characteristics of the things that coincide with the connotations of the "Artistic Expression". This coincides with the connotation of "artistic expression". With the growth of young children's age and physical and mental development, entering the realistic period of children gradually from the "painting known" to "painting seen" transition, the shape of the things drawn more in pursuit of consistency with the reality of things, in order to achieve "artistic reproduction". The appearance of the things they draw is more in line with the real things, so as to achieve "artistic reproduction".

The article examines young children between the ages of 3 and 6, and therefore addresses the artistic expression component of young children's core experience of expressive beauty. In dinosaur theme activities, you can provide children with a variety of expression platforms, such as painting, handmade, etc., so that children can choose a suitable way to express their understanding and feelings about dinosaurs according to their own interests and specialties. Through painting, children are guided to use brushes to depict the image of dinosaurs in their mind, and use colored pencils, paints and other painting tools to express the beauty of dinosaur colors, which is conducive to the development of the children's power of observation and expression as well as the ability to perceive and use colors; Through crafts, the teacher organizes the children to make models of dinosaurs so that they can shape them with their own hands. During the making process, children are able to gain a deeper understanding of the beauty of the dinosaur's form as they scrutinize its bone structure, muscle distribution and skin texture.

3.3. Integration of Various Areas of Educational Development to Create a Core Experience of Beauty

The development of creative beauty in young children cannot be separated from the development of imagination. [12] The development of young children's imagination begins with symbolic play, and creativity begins to emerge as the richness of their knowledge and experience and their ability to abstract and generalize show the emergence of creative elements in their drawings and paintings. The richness of experience gives young children the development of their imagination and the manifestation of their creativity, which is due to the fact that they are interested in what they are experiencing. Therefore, "it is necessary for teachers to consciously guide young children to develop rich activities in their educational and teaching activities, to continuously expand their experiences, to broaden their points of interest, and to guide young children to build up a whole world of experiences and interests in each experience." [13] As a comprehensive educational resource, dinosaur-themed activities can integrate different areas of education to create a creative and imaginative learning environment full of points of interest for young children. By integrating educational resources from the three domains of language, science and society, an attempt is made to develop the core experience of creating beauty in young children through the following steps.

3.3.1. Integration of language areas for dinosaur themed creations

The integration of the language domain in dinosaur-themed activities is crucial for developing children's creativity and expression. By encouraging children to create and tell stories related to dinosaurs, it not only enhances their language skills, but also further stimulates their imagination and creativity about dinosaurs.

Table 1. Dinosaur Storytelling

Goal	Implementation process
Understand the content of the story told by the teacher and create a dinosaur themed drawing based on their understanding.	<ol style="list-style-type: none"> 1. Show the pictures of dinosaurs and explain the basic knowledge of dinosaurs, such as appearance, habits, etc., to stimulate children's interest. 2. The teacher tells the children a dinosaur-themed story and guides them to visualize the main characters and plot of the story by asking questions. 3. Provide each child with drawing tools and drawing paper to draw dinosaur story pictures according to their imagination and creativity. 4. During the creative process, the teacher can roam around and help the participants to solve the problems encountered in drawing and provide some creative suggestions. 5. Encourage children to show their work to everyone and explain their drawings through storytelling.

Table 2. Dinosaur Exhibition

Goal	Implementation process
Learn about dinosaurs in preparation for the exhibit and enhance hands-on and aesthetic skills by setting up the exhibit.	<ol style="list-style-type: none"> 1. The teacher discusses with the children the pieces to be displayed in the exhibit and creates in multiple panels the dinosaur pieces to be displayed in the exhibit. 2. The teacher discusses the time and place of the exhibition with the children and encourages them to set up their work in panels. 3. Organize the opening of the exhibition and set up a moderator session to start the exhibition with the children. 4. A guided tour is set up, where each child is responsible for his or her own area of responsibility to explain the service to the children they visit. 5. At the end of the activity, let the children share what they have learned and experienced in the exhibition, and encourage them to express their feelings and thoughts about the activity.

The role of the teacher is that of a guide and supporter in carrying out the activities. They need to create a safe, positive learning environment for young children and encourage them to express their ideas and feelings. At the same time, teachers need to provide appropriate feedback and guidance to help children continuously improve and enhance their language work. Through activities that combine the language domain with the creation of dinosaur stories, young children can develop their language expression skills, imagination and creativity in a relaxed and enjoyable atmosphere. These activities not only help to improve the language literacy of young children, but also lay a solid foundation for their all-round development.

3.3.2. Integrating Science to Explore Dinosaur-Related Mysteries

In dinosaur themed activities, exploration in the field of science is an important way to stimulate the curiosity and creativity of young children. By guiding young children to understand the habits, types, and causes of extinction of dinosaurs, we can satisfy their curiosity about these ancient creatures and provide them with a wealth of background knowledge, thus fostering the core experience of creating beauty.

Table 3. Imprint of dinosaur tracks

Goal	Implementation process
Learn about the way dinosaurs walked and the characteristics of tracks by making dinosaur footprint impressions.	<ol style="list-style-type: none"> 1.Introduces the characteristics of the tracks and walking patterns of different dinosaurs. 2.Provide paint and paper for children to model dinosaur tracks with their feet or hands. 3.The tracks are imprinted on paper to form the path of a dinosaur's walk. 4.Discuss and compare the differences and similarities between different dinosaur tracks.

Table 4. Exploring Biological Evolution and Dinosaur Diversity

Goal	Implementation process
To enable young children to understand the basic life characteristics of dinosaurs, their classification, and their place in Earth's history, and to recognize the diversity of dinosaurs.	<ol style="list-style-type: none"> 1. introduce different kinds of dinosaurs and their characteristics, and discuss how they adapted to their respective living environments. 2. Allow children to choose a dinosaur as a source of inspiration and create a work of art that expresses the characteristics of that dinosaur, such as a painting, sculpture or collage. 3. Encourage children to imagine and create a scene in which dinosaurs and modern animals coexist, expressing the beauty of biodiversity.

3.3.3. Integration into the Social Sphere to Pass on the Rich Culture of Dinosaurs

In the dinosaur theme activities, the integration of the social domain helps children understand the status and influence of dinosaurs in history and culture, and at the same time cultivates their respect for traditional culture and the sense of inheritance. Through a series of activities, children can deeply experience the charm of dinosaur culture and become little inheritors of this culture.

Table 5. Dinosaur Park Planner

Goal	Implementation process
To develop a sense of responsibility, cooperation and environmental awareness through the planning of Dinosaur Park.	<ol style="list-style-type: none"> 1. Divide children into small groups, with each group responsible for planning a dinosaur-themed park area. 2. Provide materials such as colored paper, paint, clay, etc. for children to design and make dinosaur models, vegetation, roads and other park elements. 3. Guide children to discuss how to reflect the beauty of dinosaurs in the park, while considering the ecological balance of the park and the experience of visitors. 4. Each group will display and present their planning results and receive questions and suggestions from other groups. 5. Organize children to discuss their responsibilities as park planners and how to maintain the beauty and ecological balance of the park.

Table 6. Dinosaur Culture Inheritors

Goal	Implementation process
Through playing the role of a dinosaur culture bearer, children develop a sense of responsibility and respect for traditional culture.	<ol style="list-style-type: none"> 1. Introduce to children the place and influence of dinosaurs in history and culture. 2. Let children choose a favorite dinosaur, study its characteristics and habits, and prepare related display materials. 3. Organize a simulated “Dinosaur Cultural Heritage Festival”, and let children play the role of dinosaur cultural inheritors to introduce and display their own dinosaurs to the audience. 4. In the process of the activity, emphasize the responsibility of the inheritor to protect and spread the dinosaur culture, and encourage children to express their love and respect for dinosaurs in their own way. 5. After the activity, organize the children to discuss their feelings and responsibilities as cultural inheritors, and how to pass on and carry forward the dinosaur culture in their daily lives.

Through these activities that combine the social domain with the cultural heritage of dinosaurs, young children can not only understand the status and influence of dinosaurs in history and culture, but also cultivate a sense of respect for and inheritance of traditional culture. These activities help to improve young children's social cognition, emotional expression and interpersonal skills, laying a solid foundation for their all-round development. At the same time, through these activities, young children can also become little inheritors and disseminators of dinosaur culture, passing on this unique cultural charm to more people.

4. Thoughts on Activities

4.1. Focus on the Child as the Centerpiece

Albert Einstein once said, “Children's drawings are a reflection of the child's mind, full of imagination and creativity. Children's paintings reflect not only the world in children's eyes, but also the world in children's hearts.” To read children through children's paintings and further develop their core experience of art according to their needs, it is necessary to return to children's origins and respect their subjective position. This requires teachers to be child-centered in the teaching process, follow children's age characteristics and the laws of physical and mental development, pay attention to children's needs, respect children's rights, believe in children's potential, no longer regard children as subordinate to adults, and allow children to have the right to speak, and promote children to become the main body of learning [14].

In recent years, with the boom of extracurricular interest classes coming, painting, handicrafts and other art interest classes attract a large number of young children, parents want to make their children master a skill through painting, handicrafts, etc., but ignored most of the interest classes in the teaching of art techniques so that young children's work gradually tends to be stereotyped, ignoring the development of young children's creativity. In the process of carrying out activities related to the theme of dinosaurs, while paying attention to children's interests, experiences and development, teachers no longer focus only on teaching art techniques, but utilize drawing, handicrafts and other art activities to enable young children to acquire the most crucial and necessary concepts and abilities in art.

However, some of the children still have certain deficiencies in art skills and need more guidance and support in future activities. Therefore, while focusing on the children's nativity,

teachers should also pay attention to their individual differences and provide targeted help and guidance.

4.2. Focus on Teacher Development

The development of young children's art ability, the generation of interest in art inquiry, and the development of art learning habits all require the support of knowledge, methods, and skills [15]. This cannot be done without the teaching of teachers, so early childhood teachers are required to familiarize themselves with the contents of the Guidelines and the Outline and to convey them to young children in a way that is familiar and understandable to them, which coincides with the connotations of the development of early childhood teachers' domain pedagogical knowledge (PCK). PCK promotes the promotion of the holistic development of young children, which requires teachers to be familiar with a single area of knowledge as well as have the ability to integrate knowledge from all areas. The process of developing children's core art experiences in dinosaur-themed activities requires teachers to have an in-depth understanding of the scientific knowledge related to dinosaurs, as well as certain art skills, so that they can better guide children in their art creations. At the same time, teachers with the ability to integrate knowledge from all domains can carry out activities in the five domains, enabling children to develop core art experiences while also promoting their holistic development. Educational resourcefulness requires teachers to observe each child's response during the activity, understand the children's interests and needs, and make timely adjustments to teaching strategies to ensure the smooth progress of the activity.

4.3. Domain Knowledge Integration

Dinosaur themed activities are not only related to the field of art, but also closely related to the five major fields of science, language and society. At the same time, combined with China's educational goals and the cultivation goals of pre-school education, are through the promotion of young children's overall development of morality, intelligence, physicality, aesthetics and labor, so the development of young children's core experience of art through the dinosaur theme of the activities, but also focus on other aspects of the development of young children. In art activities, children gained a deeper understanding of dinosaur forms, habits and other scientific knowledge by making dinosaur models and drawing dinosaur pictures; Through telling and sharing their work, they practiced their language expression skills; in cooperation and sharing, they developed social interaction skills. This integration of domain knowledge not only enriches the activities, but also promotes the holistic development of young children. In future educational activities, the integration and penetration between domains should continue to be strengthened to provide more diversified and comprehensive learning experiences for young children.

5. Conclusion

The development of core experiences in art for young children is fundamental to the psychological and emotional needs that young children receive in art activities. With regard to the cultivation of core art experience of young children, it is necessary to take into account the interest of young children and the guidance of the spirit of the Guidelines to carry out activities in a scientific and orderly manner. As dinosaurs are interesting to young children, it is more in line with the principle of the subjectivity of kindergarten education to use them as a starting point for teaching activities. Based on this, the article summarizes the strategies of creating situations to stimulate the core experience of feeling beauty, giving opportunities to cultivate the core experience of expressing beauty and integrating various fields of education to develop the core experience of creating beauty, and obtains the educational reflection that should pay

attention to the child's orientation, focusing on the teacher's development and the integration of field knowledge.

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