

# Research on the cultivation of creative thinking in primary school art education

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## Abstract

Primary school education is the most important stage for students to develop good habits, and art is an important course in the cultivation of students' aesthetic education, and its main value includes the cultivation of innovative consciousness. Therefore, in the primary school education stage, the art discipline should consciously strengthen the cultivation and exploration of students' creative potential, and encourage them to imagine and create boldly. This study took some front-line art teachers as the research object, and used the interview method to understand their thoughts on the development of creative thinking in art education, and through understanding and analyzing their answers, we found out some problems that arise when primary school students implement creative thinking training in art classrooms. Based on the teachers' views on the cultivation of creative thinking in primary school classrooms, more in-depth interviews were conducted to understand the views of art teachers more intuitively, and teachers' educational experience was summarized, so as to promote the practical application of creative thinking cultivation resources in primary school art courses.

**Keywords:** Primary School Art Education; Creative Thinking Development; Strategy

## 1. Introduction

In recent years, one of the most frequently mentioned words by General Secretary Xi Jinping is “innovation”. Talent forms the basis of innovation activities, and the driving force of innovation is also driven by talent in essence. Those who have top innovative talents have the superiority and dominance in scientific and technological innovation. Cultivating innovative talent is a complex and long-term task. Looking to the future, in order to cultivate a group of large-scale innovative talents with innovative thinking and the courage to face risks more quickly, the first task is to strengthen investment in education and training.

As an important part of primary education, art education is of great significance for cultivating students' creative thinking. With the development of the times and the progress of society,

creative thinking has been widely recognized as one of the core capabilities of the 21st century. However, there are some problems and challenges in the current art education in primary schools. On the one hand, the traditional teaching model focuses too much on skill training and ignores students' creative expression ability. On the other hand, the lack of effective quantitative indicators of students' creative thinking in the current evaluation system makes it difficult for educators to accurately assess students' creative level.

Therefore, in the stage of compulsory education, the art discipline needs to improve the original teaching method, strengthen the cultivation of innovation consciousness, and improve students' innovation consciousness and problem awareness, which is also an important content of primary school art education in the current compulsory education stage. In the new situation, it is necessary to continue to innovate to adapt to the development of creative thinking teaching in the new era.

For a long time, art education in primary schools in China has not received enough attention and attention in compulsory education, resulting in many problems in art education in the compulsory education stage. In the primary school stage, it is not advisable to take a single chemistry as the core of the teaching mode, and in the primary school education stage, art teaching should pay more attention to the cultivation of students' comprehensive quality and creative thinking, which obviously puts forward higher requirements for teachers. The purpose of this study is to think about the reform and improvement of art education in compulsory education, to understand the significance of cultivating students' innovative thinking in primary school, and to help us understand and improve creative thinking in art curriculum in compulsory education.

In the primary school education stage, it is a basic period for the implementation of students' comprehensive quality education, and as an important part of it, the art curriculum cannot be ignored to cultivate students' creative thinking. In primary school art education, the cultivation of creative consciousness and the corresponding curriculum design should be carried out in the whole process of compulsory education, so as to achieve an effective connection between all ages and enable students to actively participate in the practice of art education.

The new proposition of building an “innovative country” has long become the focus of people's attention in the context of the new era. This requires us to combine the study of art knowledge with life, pay attention to the cultivation of students' creative thinking, and guide them to learn independently and actively create and practice. Students can gradually develop their creative ability and creative thinking in their own life and practice.

## **2. A review of studies**

### **2.1. Current research status in China**

In China, many scholars have recognized the importance of primary school art education in cultivating students' creative thinking, and have conducted extensive research and exploration on this. Li (2021) believes that primary school art teachers should understand the art learning situation of primary school students according to the needs of modern social development,

strengthen the cultivation of students' creative thinking, and find measures to optimize the curriculum teaching mode and adjust the teaching strategy during the critical period of students' thinking ability and practical ability development. Yuan (2022) believes that primary school art education actively responds to the call, vigorously develops students' aesthetic education, and actively implements the cultivation concept of aesthetic education. Teachers should actively use the psychological characteristics of students at this time to cultivate creative thinking in a timely manner, so as to stimulate students' interest in learning, improve students' aesthetic ability, and promote students' all-round development. Wang (2022) believes that the essence of cultivating students' innovative thinking in primary school art education is to implement effective quality education, and use the unique art form of art discipline and the characteristics of stimulating brain inspiration to stimulate students' imagination and creativity, which is of great significance for the improvement of students' knowledge ability and lifelong development. Pan (2023) believes that it is necessary to fully understand that cultivating students' creativity in primary school art education is an inevitable requirement for the implementation of the "double reduction" education policy, the core goal of the cultivation of artistic core literacy, and the importance of the task of the times for the high-quality development of primary education. Encourage students to create, so as to promote the cultivation of students' innovative consciousness and innovative thinking, enhance students' creativity, and achieve the goal of cultivating new talents of the times.

These studies mainly focus on the cultivation methods of creative thinking, the relationship between creative thinking and art education, and the impact of creative thinking on students' comprehensive quality, focusing on the value of creative thinking in the process of art education in primary schools, and emphasizing that the foundation of education in art classrooms is not only to cultivate students' painting methods and skills, but to expand their horizons and thinking with the help of art education, so as to cultivate and improve students' creative thinking ability. The formation of creative thinking requires a long period of training and accumulation. In today's general primary education, art class should be the most special and most creative course, in the process of art teaching, pay attention to the correct guidance and motivation of students' creative thinking, will inevitably become a subjective sense of innovation, when it forms a stable state of mind, it will naturally infiltrate into all aspects of our life and learning.

## **2.2. Current research status in other countries**

In other countries, especially in developed countries, the research on primary school art education is more in-depth and systematic. Through empirical research and case analysis, many scholars have deeply analyzed the positive impact of primary school art education on cultivating creative thinking. They found that art education in primary schools can stimulate students' creativity, cultivate students' innovative spirit and imagination, and prompt them to show a unique way of thinking in aesthetic experience. American educational psychologist Torrance (1984) and others have found that art education can promote students' creative thinking ability and improve their imagination and creativity. In addition, art education can also help students develop the ability to think independently about problems, stimulate their sense of innovation and creative expression. In addition, the British educationalist Robinson (2006) pointed out in his book *Creative Education* that art education can stimulate students' creative thinking and help them

develop unique artistic perception and expression skillsiii. Through art education, students can learn to observe and understand the world from different perspectives, and cultivate the perception of beauty and creative aesthetic ability.

### **2.3. Brief evaluation of domestic and foreign research**

The cultivation of creative thinking has been valued and popularized by countries all over the world, and creativity is integrated into subject teaching and students' practical life. Due to the inconsistency of customs and educational concepts in different countries, especially the methods of integrating creative thinking into art teaching, the fundamental goal is basically the same - to cultivate imaginative, innovative thinking and creative national citizens.

The purpose of this paper is to analyze the creative thinking and the relevant theories of primary school art education, advocate the importance of art education in the "golden age", and give relevant feasible suggestions for the current development of primary school art education, so as to better promote the development of primary school art education. How to cultivate students' creative thinking ability more effectively is the key issue to be broken through in this paper's discussion of design and guidance practice, and it is also the focus of this paper's research.

## **3. Research methods**

Starting from the expression of creative consciousness in primary school art teaching, this paper discusses the ways and methods to improve the creative consciousness of primary school art students in the compulsory education stage, and systematically sorts out the cultivation of students' creative consciousness. In order to promote the narrative of this paper to be more argumentative, this paper adopts the literature research method, the case study method, the observation method, the interview method and the questionnaire survey method, as follows.

### **(1) Literature research method**

After collecting and consulting the literature on art education in the compulsory education period and the cultivation of creative consciousness at home and abroad, and summarizing and referring to the experience of previous scholars, this paper makes some innovations and puts forward its own views on this issue.

### **(2) Case study method**

In the process of research, he collected a large number of real art teaching materials, and personally participated in the design and collation of teaching cases, and analyzed and studied various textbook cases during the compulsory education period. This paper summarizes the current situation, existing problems and future development direction of creative thinking cultivation in art education during the compulsory education period, which provides strong evidence for the arguments of this paper.

### **(3) Observational method**

In art education, the classroom is the main front for artistic activities and an important place for cultivating students' creative thinking. Therefore, in the process of investigation, we should go

deeper into the classroom, observe the performance of teachers and students in the classroom, and analyze the penetration effect of creative thinking from specific behaviors, so that the data obtained from actual observation is more real, so as to prepare for induction and refinement of corresponding countermeasures, and provide strong argument support for this article.

#### (4) Interview method

In order to grasp the practical needs of art education in primary schools, this paper uses the interview method to interview some front-line art teachers in primary schools, and discusses the development of teachers and students of different ages in this new teaching mode.

#### (5) Questionnaire method

It mainly includes the form of questionnaire survey. Taking the front-line primary school art teachers as the questionnaire survey object, the relevant content and data of the current situation of integrating creative thinking into art education were used as the basic data of the paper, so as to make the discussion more convincing.

### **4. The necessity of cultivating creative thinking in primary school art education**

#### **4.1. The concept of creative thinking**

Creative thinking, a groundbreaking mental activity, is a unique property of the human brain. For thousands of years, creative thinking has played an important role in the creative activities of human beings, and human beings have relied on creative thinking to understand and transform the world. "Creative thinking is the thinking process in which the subject is driven by a strong sense of innovation, through the use of various different ways of thinking, to process and decompose and combine new thinking and information in the brain, and finally form new ideas, new perspectives, and new theories." This unique thinking often leads to unique insights and bold decisions that lead to unexpected results.

Generally speaking, there is a narrow and broad sense of innovative thinking. In a narrow sense, innovative thinking refers to a way of thinking that obtains creative results in invention and creation, scientific research, that is, artistic creation, it is a new product for human society and has a certain value, but only a very small number of people can have this ability. Broadly speaking, innovative thinking can be summarized as creative thinking in learning, work, and social practice, the result of which is only a new product for the creator himself, but not necessarily for humanity as a whole. Broad creative thinking can be manifested not only in the major discoveries of scientific research, but also in the bits and pieces of daily life, which is conducive to the development of creative thinking of ordinary people.

#### **4.2. The necessity of cultivating creative thinking**

##### **4.2.1. For education and teaching**

Art teaching is an important way to cultivate students' creative thinking, and teachers themselves must have profound knowledge, imagination and creativity, only in this way can students' creativity be cultivated. Since art is a special subject, it is necessary to have experienced

teachers to guide students and develop their interests. In the teaching process of art classes, educators should pursue innovative teaching, and cannot be satisfied with the same lesson plans, nor can they repeat the teaching content, therefore, they should come up with more teaching methods and methods, which is a useful supplement to art education.

Students' thinking is mainly achieved through the re-creation of concrete images, in this process, students' creativity is developed, their thinking is broadened, and the cultivation of these abilities is related to concrete images. According to this characteristic, in the process of art teaching, only by fully activating the students' thinking space and combining it with the ability of practical operation can their creative ability be developed, and good teaching results will be obtained.

#### **4.2.2. For student learning**

The purpose of education varies from one period to the next, as there are differences in the personality traits of the students. In every stage, art education is an indispensable link, which puts forward new requirements for today's teaching reform in China, in education, cultivating students' creativity has become a very important task, and art is the discipline that can best promote students' creativity, and it is also very important, it plays a very important role in education. Art education is conducive to students' learning, and the development of creativity is an indispensable part. In artistic activities, figurative thinking is the most basic form of thinking, and in the analysis of the genesis of thinking, figurative thinking is the most basic, which provides a basis for many thinking.

#### **4.2.3. For student growth**

John Dewey, a famous American educator, was a person who attached great importance to the physical and mental health development of children, and he regarded education as the main means to achieve the ideal of a democratic society, and put forward the important idea of "education is life", and regarded education as the process of life. Life is the source of cultivating students' innovative thinking, and art is inseparable from the real life of children. In this context, teachers should follow the principles of curriculum and students' subjective creativity, and in the process of mastering art skills, they should give certain protection to students' imagination and creativity, encourage their creativity, and make art learning and happy childhood perfectly integrated.

### **5. Analysis of the current situation of creative thinking cultivation in primary school art education**

#### **5.1. The content of the investigation**

##### **5.1.1. The purpose and object of the survey**

Based on the reference to a large number of relevant research literatures on the cultivation of creative thinking in primary school art education, the questionnaire survey method and interview method were used to understand the implementation status of creative thinking cultivation in primary school art education. Through the investigation and observation of the current situation of



creative thinking cultivation in art education in first-line primary schools, the main problems are found and the causes of the problems are analyzed, and on this basis, the corresponding teaching strategies are proposed.

### 5.1.2. Questionnaire design

On the basis of reviewing the relevant literature, the questionnaire was produced, distributed and the data were organized. In this process, according to the theme of the study, the art teachers in the front line of the primary school were selected as the subjects of the survey.

According to the specific research direction and related contents, the "Investigation on the Current Situation of Research on the Cultivation of Creative Thinking in Primary School Art Education" was designed. A total of 7 questions were designed to talk to the front-line primary school art teachers, and combined with this study, after summarizing the concept of "creative thinking" by relevant scholars, the attitude and interest of creative thinking in primary school art education to cultivate students' creative thinking in art learning were investigated, and a questionnaire was produced. A total of 100 questionnaires were distributed in this survey, of which 88 questionnaires were collected and 76 were valid.

### 5.1.3. Data reliability, validity and exploratory factor analysis were studied

#### (1) Reliability analysis

The reliability of the five variables of the questionnaire (level of understanding; activity implementation; the degree of attention; Ways to implement; Influencing factors) was analyzed. From Table 1, it can be seen that the Cronbach  $\alpha$  coefficient of each variable is higher than 0.8, indicating that the scale reliability of this study is good, and the data in this study are authentic and reliable.

**Table 1. Reliability analysis**

Name	Total Correlation of The $\alpha$ factor for which Cronbach $\alpha$
Adjusted Terms (CITC)	the item has been coefficients removed
level of understanding	0.934 0.952
activity implementation	0.821 0.968
the degree of attention	0.924 0.952
Ways to implement	0.929 0.951
Influencing factors	0.929 0.955

Note: Normalized Cronbach  $\alpha$  coefficient = 0.967

## (2) Validity analysis

The validity of the questionnaire results was analyzed to test the correctness and validity of the measurement results. Through validity analysis, whether the design of the items is reasonable and whether it can accurately reflect the purpose and requirements of the project is measured, and the method of factor analysis (exploratory factor analysis) is tested. The KMO value and Bartlett sphere test are used to see if the selected indicator is capable of factor analysis.

**Table 2. KMO and Bartlett sphere test of the scale**

KMO value		0.830
Bartlett Sphericity test	Approximate chi-square	122.113
	df	10
	p-value	0.000

As can be seen from Table 2, the KMO value of the scale is 0.830, a KMO value higher than 0.8 indicates that it is very suitable for information extraction. Validity analysis requires a Bartlett test (corresponding to a p-value of less than 0.05), indicating that the scale is suitable for factor analysis.

**Table 3. Results of validity analysis of each dimension**

Name	Factor factor	load Commonality (common factor variance)
level of understanding	0.957	0.916
level of understanding	0.881	0.777
the degree of attention	0.950	0.903
the degree of attention	0.957	0.916
Eigenroot value (before rotation)	4.426	-
Variance Interpretation % (Before Rotation)	88.526%	-
Cumulative Variance Explanation % (Before Rotation)	88.526%	-
Eigenroot value (after rotation)	4.426	-
Variance Interpretation % (after rotation)	88.526%	-
Cumulative Variance Explanation % (After)	88.526%	-



Rotation)

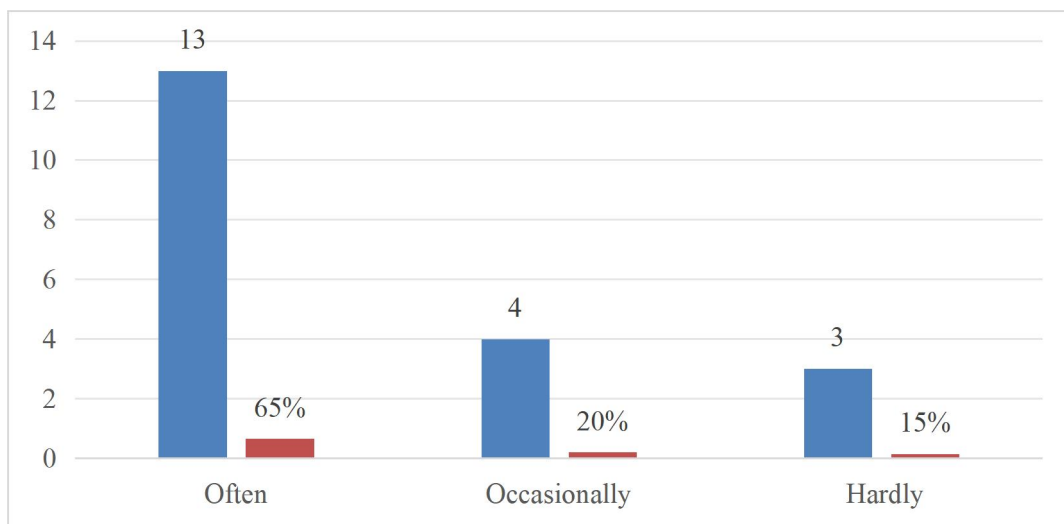
KMO value	0.830	-
Bart spherical values	122.113	-
df	10	-
p value	0.000	-

Note: If the numbers in the table are colored: blue means that the absolute value of the load factor is greater than 0.4, and red means that the commonality (common factor variance) is less than 0.4.

## 5.2. Analysis of the content and results of teacher interviews

This time, 20 front-line primary school art teachers were selected for interviews, and relevant interview data were selected and collated. On the whole, there are still many problems in the cultivation of creative thinking in primary school art education. In terms of curriculum philosophy, the curriculum rules often point to pure knowledge and examination-oriented education, but it ignores the creativity and imagination of art itself. On the road of cultivating creative thinking, although teachers also nominally train innovative thinking in teaching, most of the activities are divorced from the reality of life, making it difficult for students to accept and understand.

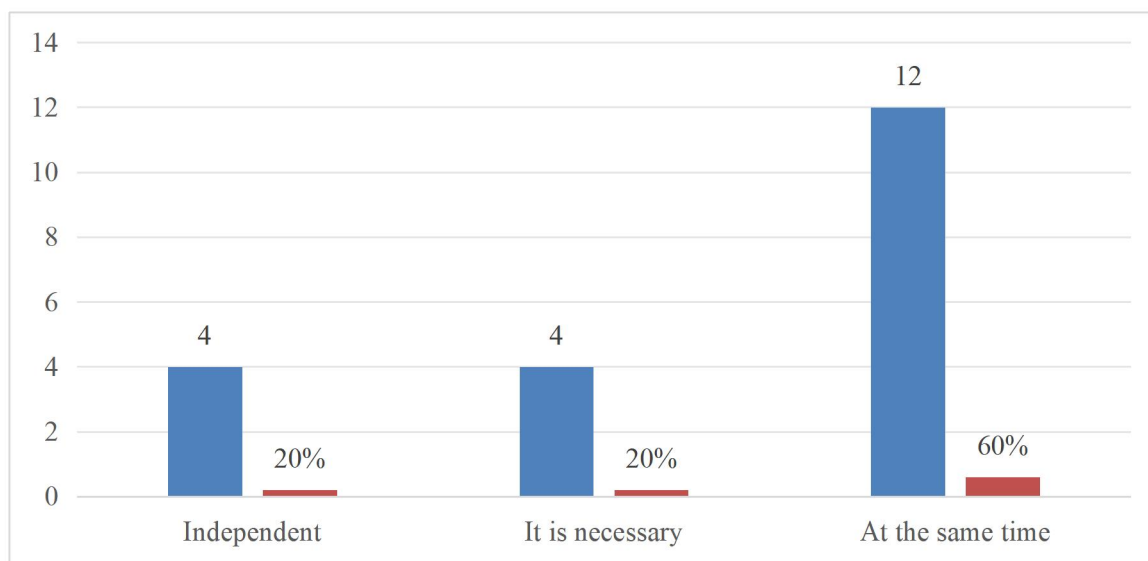
In terms of the use of educational resources, compared with the cultivation of creative thinking in the campus, the utilization rate of social resources is relatively low, so it is necessary to invest more manpower and material resources in this area to promote the formation of a good moral atmosphere in the whole society.



**Figure 1. The relationship between the content of creative development and real life**

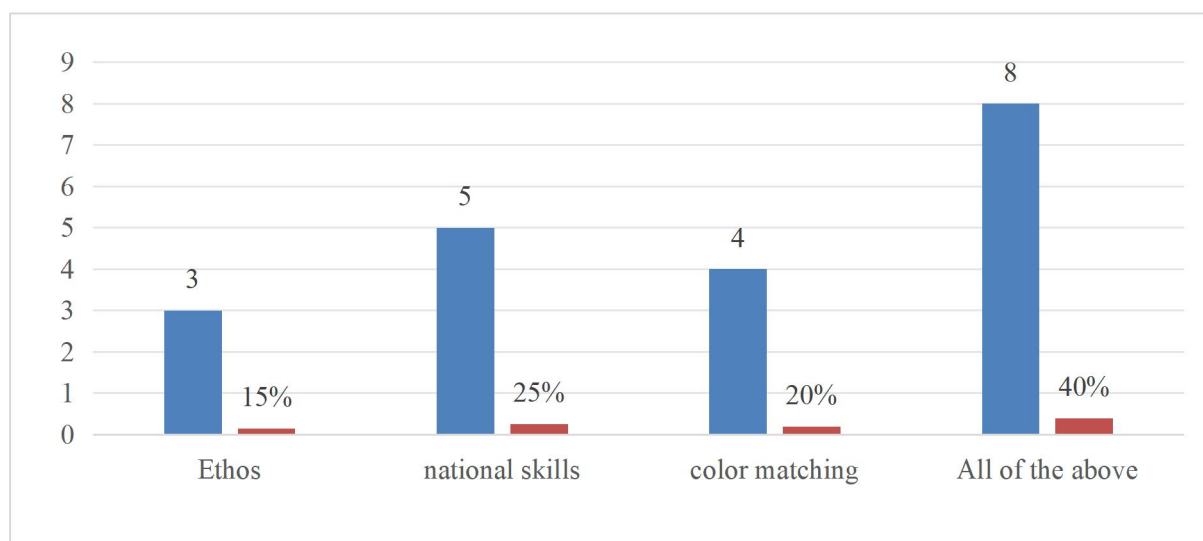
According to the interview data in Figure 1, 65% of teachers are able to connect books and teaching materials with life in the process of art teaching, while 20% of teachers rarely or occasionally make connections, and finally 15% of teachers have almost no contact. The reason for this result may be that some teachers are aware of the distance between their education and

reality, and they want to make up for this distance, but in the process of teaching, they find that they are not enough. From this point, it can be seen that in primary school art teaching, the cultivation content of innovative thinking is not combined with the real life of students, and does not form a complete connection.



**Figure 2. Teachers' attitudes towards integrating creative thinking in art teaching**

According to the interview data in Figure 2, 20% of the respondents believe that art classroom teaching is mainly used for basic knowledge learning and related basic skill learning, and has nothing to do with the cultivation of creative thinking. 20% believe that it is necessary to cultivate creative thinking in the process of art teaching; 60% believe that the cultivation of creative thinking and art teaching should be carried out at the same time. It can be seen that under the test-oriented education system, there are misunderstandings and deviations in the cultivation of innovative thinking in the classroom, resulting in not every art teacher putting the cultivation of innovative thinking in the first place.



**Figure 3. The main ways of integrating creative thinking in daily art teaching**

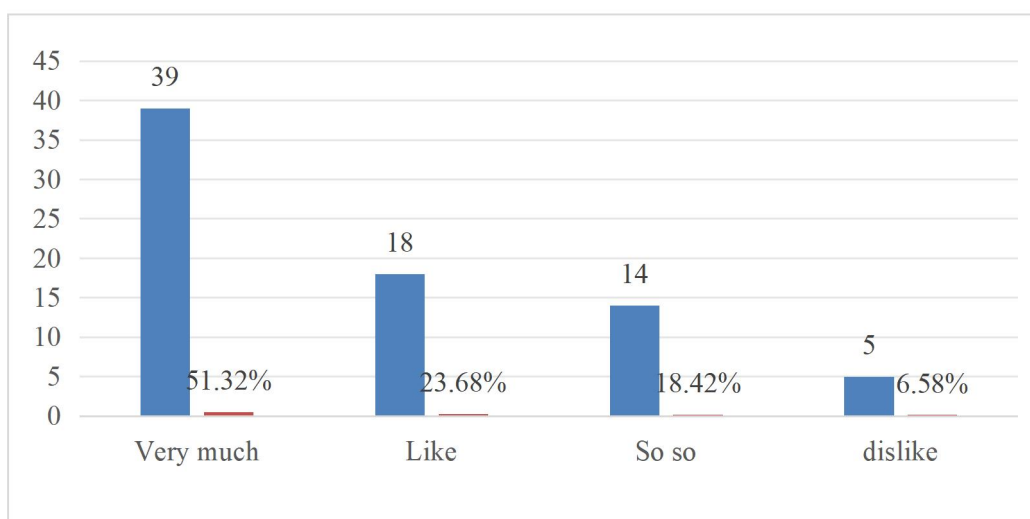
In the interview process of 20 front-line teachers, 15% of the daily art teaching integrates the national spirit with creative thinking; 25% of traditional folk skills are integrated into innovative methods; 20% of the proportion of plane, three-dimensional, modeling, composition and color matching; Among them, the integration of national spirit, folk traditional skills and color matching accounted for the most, accounting for 40%. In addition, with the continuous reform of education methods and the innovation of teaching methods, the integration of teaching methods has become a general trend, and a variety of teaching methods can also play a good development while enriching the teaching classroom.

### 5.3. Analysis of the content and results of the student questionnaire

A total of 100 primary school students were selected to distribute questionnaires, of which 88 questionnaires were collected and 76 were valid.

#### 5.3.1. Analysis of students' interest in art learning and its reasons

According to the questionnaire survey (see Figure 4 and Table 4), about 51.32% of the children said that they liked the art class. In addition, 93.4% of children enjoy the fun of imagination and creativity brought by art; Nearly half of the children want to improve their drawing and aesthetic skills by learning to draw; 92.1% of children want to improve their creative thinking through art; 86.8% of the children think that learning art well is to be recognized; 89.5% of the children are there to boost their self-confidence in the world of fine art. Therefore, we should follow the laws of childhood development and respect the inner feelings of students.



**Figure 4. Students' interest in art class**

**Table 4. Reasons why students love art**

cause	Imagination, creativity, fun	Enhance creative thinking	Get happy	Get recognized	Boost self-confidence
Number	71	70	73	66	68
percentage	93.4%	92.1%	96.1%	86.8%	89.5%

### 5.3.2. Analysis of the content of art teaching in primary schools

According to the survey, 74.2% of the students teach painting in art classes, followed by 11.3% of teachers who guide students to conduct art appreciation classes, 8.5% of students report that there will be handicrafts in art classes, and 3.6% of students report that teachers will also guide everyone to take design classes. Only 2.4% of the students reported that the teacher would occasionally lead them to go outdoors to sketch in art class. It can be seen that our art classroom teaching is still based on the traditional painting teaching mode, which is difficult to reflect the cultivation of students' comprehensive ability, and the single teaching mode and the lack of awareness of the cultivation of creative thinking are even more difficult to reflect the cultivation of students' creative thinking.

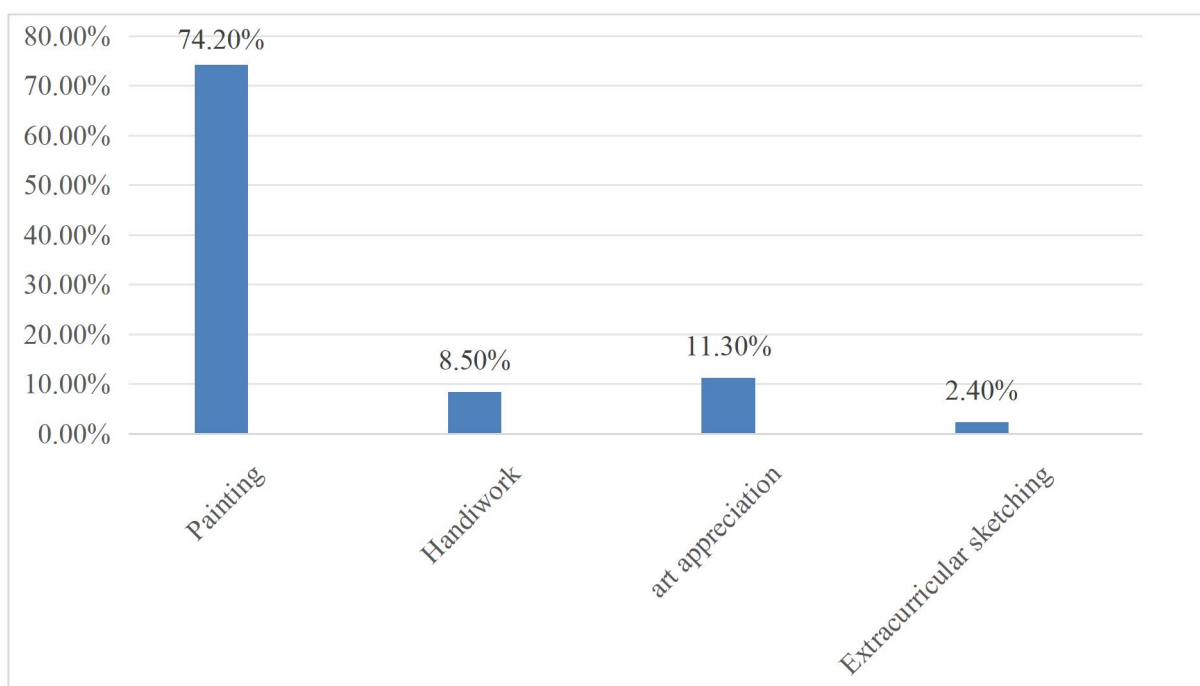


Figure 5. The content of art teaching in primary schools

## 6. The main problems in the cultivation of creative thinking in primary school art education

The most important question in education is, what kind of people do we want to cultivate? Everyone has their own talents, and creative thinking is to cultivate students' creativity in terms of creative thinking, harmonious cooperation, and healthy competition.

### 6.1. Insufficient attention to the cultivation of innovation consciousness

In China, due to the long-term influence of examination-oriented education, the content of art education shows a trend of focusing on examination-oriented, and less attention is paid to the development of students' creative literacy and the cultivation of creative thinking. For example, the state stipulates that primary and junior high schools should test students' comprehensive art quality, but most schools and teachers have a one-sided understanding of textbooks, believing that as long as they have good painting ability, they are fine. In practical teaching, only the teaching of

practical skills such as sketching and color is emphasized, and the cultivation of students' innovative consciousness, creative thinking and humanistic quality is neglected in art education. Such a teaching method that blindly instills knowledge and skills in students. In a short period of time, it is good for the academic performance of students. However, this is not conducive to their future studies, life and development.

## **6.2. The evaluation system is not perfect**

The teaching evaluation mode of primary school art courses needs to be improved. On this basis, a new evaluation system of art education suitable for China's national conditions is proposed. Influenced by the traditional educational concepts and teaching ideas, the current evaluation method of primary school art teaching is not perfect enough, so far, primary school art teaching has not fully taken into account the needs of students' physiological and psychological development, nor has it been in accordance with the law of primary school art teaching and children's learning and understanding. At present, there are three main modes of art education in primary schools in China: introductory simplified curriculum, professional skills training and repeated intensive training<sup>v</sup>. In the professional skills training mode, due to the limitation of primary school students' thinking and cognitive ability, the theoretical knowledge of painting cannot be understood and accepted<sup>vi</sup>. Under the repetitive intensive training method, the teacher assigns some repetitive exercises to the students according to the learning content, which seriously deviates from the physical and mental receptivity of primary school students, does not help to improve their aesthetic literacy, and also weakens their enthusiasm and creativity for art classes.

## **6.3. Teachers did not do a good job of guiding the main body**

In the process of teaching, teachers have not established correct educational ideas. The teaching energy released by teachers is not sufficient, and it is difficult to fundamentally lead students to progress and develop. The primary school art teaching classroom created by the teacher is not novel enough, and cannot activate the potential and interest of students to participate in the learning of art knowledge<sup>vii</sup>. At the same time, the teacher's own teaching dominance did not respect the main position of students, so that students faced many problems and deficiencies in the process of learning art knowledge, and students' art knowledge learning was greatly affected.

# **7. Teaching strategies for cultivating creative thinking in primary school art education**

## **7.1. Creation of an environmental atmosphere**

The development of creative thinking is like the germination of a seed, and there must be specific external conditions. The campus environment has a promoting effect on students' psychological absorption and plays a restraining role in students' behavioral norms. Creating a learning and living environment that is suitable for students' creative development is an important strategy with potential. It can make people have a thirst for knowledge, be proactive, cultivate sentiment, and enlighten intelligence.

Creating a life-like teaching situation is to use the life scenes and content that students are familiar with to arouse students' interest and enable them to learn independently. Contextual teaching can also make students feel happy, safe, dependent, and accomplished. Elementary school students are still relatively mature by nature, and their curiosity and creativity are high, as long as they are guided by art teachers, they can carry out creative activities on their own.

Elementary school students are lively, active, and sensitive to new things, which is both a disadvantage and an advantage, and we should make full use of this characteristic. In the teaching of art classes, art teachers should be able to teach in a flexible and diverse way according to the psychological characteristics, growth laws and teaching content of students in each grade. For example, students can have an in-depth understanding of the topics and things they are interested in, so that they can actively participate in teaching activities in the classroom, so that students can learn from each other, communicate with each other, and cultivate students' creative thinking to the greatest extent.

## **7.2. Improve evaluation methods**

A perfect art teaching evaluation system is composed of comprehensive evaluation at multiple levels such as teaching, students, and teachers, which should not only pay attention to the results of learning, but also pay attention to the learning process, and play a role in promoting the development of art teaching. It is necessary to give full play to the educational and guiding role of art teaching evaluation, and build a more scientific, perfect and systematic art teaching evaluation system through the comprehensive collection, sorting and analysis of relevant knowledge of art teaching, so as to comprehensively evaluate the effectiveness of art teaching. Only in this way can we effectively test the effect of cultivating students' creativity in primary school art teaching.

Teaching evaluation is not simply to divide good students into poor students, but to promote teaching reflection, effective development and continuous improvement. Each teaching evaluation should not only be a summary of the teaching, but also provide effective guidance for future teaching activities. The goal of teaching assessment should be to highlight the value orientation of the curriculum from the perspective of teaching development and students' development needs, so that students can make progress in continuous learning. In teaching evaluation, we should always implement the concept of "people-oriented" and promote the all-round and healthy development of students as the starting point. In the teaching process, the cultivation of students' innovation ability is diverse, cohesive and individual, so the overall teaching process and individual differences should also be taken into account in the evaluation. In the process of implementation, different evaluation methods should be adopted according to different teaching purposes, so as to make teaching evaluation more scientific and effective, and improve and perfect it in a targeted manner.

Teaching evaluation can also run through all stages of teaching activities, the object of evaluation is also constantly changing, in teaching activities, students can evaluate the teacher's demonstration works, teachers can take the whole process of guidance, encouraging evaluation, students can evaluate each other. It can be a work of work or an innovative idea, so as to improve students' sense of innovation and improve their creative thinking. In the teaching process, a

comprehensive evaluation of the student's learning effect can also be carried out, and the student's learning effect can be evaluated, and it can be summarized to prepare for the next teaching.

### **7.3. Teachers strengthen guidance**

When a child receives care and attention from the teacher, he will pay more attention to his learning or his actions. The children want their teachers to communicate with them spiritually. That's what a really good teacher is. In learning, it is necessary to take the initiative to explore, not to blindly inculcate knowledge, but to create situations for students to explore on their own. Although teachers play an important role in art education, they should also be careful not to dominate each student's characteristics while trying to understand their characteristics, respect their inner feelings, and provide timely guidance and encouragement for their “deviations”. We should give more encouragement to students, and this encouragement and expectation from teachers makes children's love for art stronger. However, in class, there are always a few students who are not praised, if you don't care about them in time, these students will become more and more disgusted with learning over time, which is not conducive to their future development and growth.

This requires teachers to pay more attention in the process of art teaching, adjust their teaching methods and training methods in a timely manner according to the different characteristics and conditions of students, and give encouragement and praise to some small progress that is not so noticeable. In addition, for students with shortcomings, it is necessary to show more love, appropriately “partiality”, and give them care and expectation, so as to enhance their self-confidence and self-esteem. The above is in line with the “creative teacher” we mentioned earlier. In primary school art teaching, teachers should be tolerant and respectful of students' differences, so that they can have many “whimsical” ideas, so as to achieve the purpose of focusing on encouragement and rejecting criticism. In art classes, teachers often use their own preferences and judging criteria to judge students' works, giving different comments such as “excellent”, “poor”, “good”, “bad”, etc., and once they find that students have made mistakes, they will criticize them harshly, which is not in line with the teaching principles and must be resolutely eliminated. In general, students should be allowed to boldly express their feelings, understand and imagine in various art forms. It is necessary to follow the principle of “two more and two less” of more affirmation, more expectations, less criticism, and less negation.

## **8. Conclusion**

Nowadays, with the progress of the times, it is a truly useful and enduring quality to be able to learn in an innovative way, to fully communicate and learn confidently in one's field of expertise. Elementary school students, in particular, are unfathomably creative. It is necessary to pay more attention to the creative thinking of students in the “golden age”, give more attention to primary school students, and not let the inspiration pass away, and the evaluation of students “allows mistakes”. At the same time, as an important course in basic education, art plays an important role in cultivating talents, especially innovation ability, which cannot be replaced by other disciplines. Cultivating children's healthy personality, developing intelligence and creativity through painting



can enable children to develop a series of advantages such as independence, strong self-confidence, responsibility and concentration.

Some of the learning strategies provided in this article can help us improve our existing teaching ideas, but they need to be improved in practice. Through the exploration and research, reform and innovation of primary school art education, the cultivation and encouragement of students' innovation ability in primary school art education will be widely recognized and affirmed by the society. According to the above analysis and investigation of art teaching in primary schools, it is necessary for educators to strengthen the cultivation of creative thinking ability, mobilize all positive factors to give full play to all positive factors, and make up for students' most lacking ability in art, so as to strive for ideal results and provide innovative talents who dare to innovate and explore in the new era.

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