

Studies of the Factors and How Different Inspirational Teaching Methods can Affect Taiwanese Young Children's Drawing Content

Mei-Hue Wei*, Shu-Hui Huang and Yon-Feng Su

National Taichung University of Education, Taiwan

Abstract

The main purpose of this article is to review two studies which were conducted to analyze Taiwanese young children's drawing content and the factors that impact children's drawing content. The other study is to reveal how different inspirational teaching methods of pre-school teachers can affect young children's drawing content.

Keywords: Young children's drawings; Drawing content; Environmental factors; Inspirational teaching method

Introduction

Drawing can be considered as the graphic language for young children. Most children enjoy drawing. It provides a window to see into their personal world. Drawing also offers a channel for children to express their happiness as well as their frustration [1]. Traditionally, art education emphasizes drawing techniques, but neglects the importance of provoking creativity. The changing trades of art education focuses on the holistic experiences that integrate rich, meaningful art experiences within multiple cultures [2].

Lowenfeld and Brittain [3] defined children's development of drawing into various stages, which provides a framework for researchers to evaluate children's development of drawing. Wei and Dzung [4] investigated the cultural and age effects on children's overall creativity and drawing. 1,055 children ages 6 to 8 from three Taiwanese cultural groups participated in this study. The results indicated that the older Taiwanese children scored significantly higher than the young Taiwanese children on people-drawing and free-drawing but not overall creativity. The results also suggested that Taiwanese urban children who are culturally and educationally advantaged had better development of creativity and drawing ability.

Many studies indicated that young children who participated in more visual art lessons performed better in drawing [5-8] Thus, how to increase students' creativity is a major focus and challenge for most governments, such as Taiwan. Many educators call for emphasizing the importance of visual art education. They believe that children's creativity levels can be fostered via art education.

Gender differences in children's drawings have been observed, obviously from a very young age [9-12] The present studies analyze the various characteristics of young children's drawing, including the gender difference.

A Study of Young Children's Drawing Content and Other Factors Impact Children's Drawings

The first study is a qualitative study, which focuses on Taiwanese young children's drawing content and characteristics, as well as what affects the overall content of their drawings. There were four boys and four girls, aged 6 which participated in this study. The researcher collected drawings of people as well as free style drawings made by these children, totaling 256 drawings in all, applying "theme" such as color usage, drawing content; drawing composition and lines used as the types of categories for content analysis. What factors can affect

Taiwanese young children's drawing? Do young children's drawings have certain aspects in common? Based on the purpose of this study, the hypotheses are proposed as 1. Taiwanese young children's drawing content and characteristic are affected by the factors of gender, age and others; 2. Taiwanese young children's drawings have some characteristics in common. The results of the study were as follows:

1. When young children made drawings of people, the level of detail and their basic understanding of human depictions improved with age. In children's freestyle drawings, the drawing content, use of lines, colors, and image composition showed obvious progression in accordance with age.

2. From analyzing the content of the children's drawings, it was evident that children enjoy drawing natural scenes, such as the Sun (Figure 1) and themselves, as well as close friends or family members. When portraying people they dislike, the children expressed their feelings toward these people in less friendly ways with their drawings, such as drawing ugly faces or using colors they dislike.

3. There were characteristic differences in the drawing content between young boys and young girls. Girls in the class often made drawings relating to experiences and events they know in everyday life, with a strong tendency to include people in their drawings. The girls' drawings also had more use of color, and they tend to portray warmer



Figure 1: Children like to draw "sun" on their drawings.

*Corresponding author: Mei-Hue Wei, National Taichung University of Education, Early childhood education 140, Ming Shin Rd. Taichung, 420 Taiwan, Tel: 0920579342; E-mail: weimeihue@yahoo.com.tw

Received February 17, 2015; Accepted May 16, 2015; Published May 18, 2015

Citation: Wei MH, Huang SH, Su YF (2015) Studies of the Factors and How Different Inspirational Teaching Methods can Affect Taiwanese Young Children's Drawing Content. J Socialomics 4: 114. doi:10.4172/2167-0358.1000114

Copyright: © 2015 Wei MH, et al. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

overall scenes. Boys' drawings often involved characters from cartoons or computer games, with depictions of strength, bravery, and fighting (Figure 2). However, boys with softer personalities, and those that played with girls more often, showed characteristics in their drawings that were similar to those of the girls.

4. The drawing capabilities and drawing content of young children could be affected by factors such the children's age, gender, personality, and intellectual advantages. Teachers in their schools, support from their parents, and the children's classmates, along with learning experiences, were all important factors that influence the drawing content of young children.

A Study of How Different Inspirational Teaching Methods of Pre-school Teachers can Affect Young Children's Drawing Content

The other study focused on the effects different inspirational teaching methods, applied by pre-school teachers, can have on young children's drawing content. A kindergarten class, consisting of fifteen children, age 6-years, was chosen as the subjects for the study. The researcher implemented cross-repetition of three different inspirational teaching methods which included picture books, direct experience, and direct imitation. For instance, if "fish" is the topic for the children's drawings, the researcher would apply three different inspirational teaching methods. First the researcher would tell children the story with a picture book of "The Little Mermaid" as the inspirational teaching method. Another method is taking children to a fish market for a direct experience to inspire them to draw. The other method is providing a picture of a "fish" for the class to see, and then the children can directly imitate the drawing. The six types of drawing topics are: fish, spider, bird, bike, rabbit and trees. The children's drawings were then collected, totaling 270 drawings in all.

This study used the children's drawing content as the basis for qualitative analysis, along with the statistical software package SPSS12.0 for data statistics analysis, for each of the children's drawings. This is

based on a Free-drawing Test and Scoring Scale, and a People-drawing Test and Scoring Scale, which were designed to evaluate children's drawing ability for the present study as well as others [13,14].

Do different inspirational teaching methods will lead to differences in young children's drawing performance? Based on the purpose of this study, the hypotheses are proposed as 1. Different inspirational teaching methods led to significant differences in young children's drawing performance. 2. Different inspirational teaching methods will affect the drawing content of young children. The results of the study are as follows:

1. Different inspirational teaching methods led to significant differences in young children's drawing performance. Using picture books as inspiration to teach children how to draw, the resultant content and overall drawing performance was significant better compared to when teachers encouraged children to draw using imitation as inspiration. Furthermore, the learning by direct experience inspirational method of teaching also allowed the children to produce better drawing content compared to the imitation inspirational teaching method (Figure 3).

2. Different inspirational teaching methods also led to prominent differences in drawing performance between boys and girls. All three inspirational teaching methods produced consistent results in that the girls' drawings displayed more abundant line usage, color variation, and better overall drawing performance than boys. Also, the drawing content of the girls' drawings in the class were markedly better than the boys' when the teacher used the picture book inspirational teaching method.

3. Different inspirational teaching methods did affect the drawing content of young children. When the teacher used the imitation or picture book inspirational teaching method, the main subject of the children's drawings tended to be larger and drawn with greater detail. Using the picture book inspirational teaching method, the children had a tendency to become immersed in the story of what they are drawing, which led to greater displays of their imagination. When the teacher utilized the learning by direct experience inspirational teaching method, the children had a tendency to show more use of people in their drawings.

Conclusion

In general, these two studies showed that the young children's drawings all had certain aspects in common [15]. Both young boys and girls showed the usage of gender stereotypes when drawing. The findings of the first study were consistent with the theory of developmental stages in children's drawings, older children performed better on the people-drawing and free-drawing. In children's freestyle drawings, we found that older children's drawing content and image composition showed significant progression in accordance with age. In the second study, we found that young children demonstrated an ability to combine prior experience and new knowledge together and applied them to other drawings. This study also revealed that different inspirational teaching methods of art did lead to a noticeable difference in children's drawings.

References

1. Eglinton KA (2003) Art in the early years. New York, NY: Routledge.
2. Piscitelli B, Weier K (2002) Learning With, Through and About Art: The Role of Social Interactions. In: Paris S (ed) Perspectives on Object-Centred Learning in Museums.

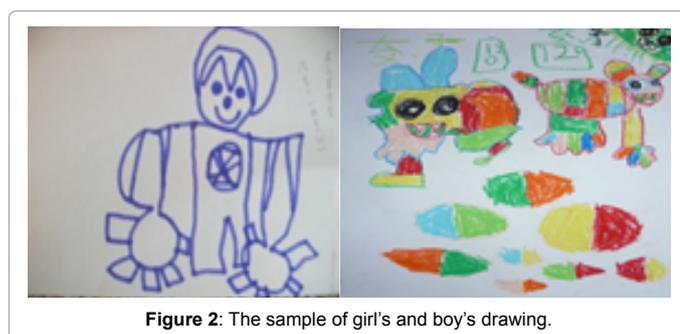


Figure 2: The sample of girl's and boy's drawing.



Figure 3: Using direct experience and imitation inspirational methods of learning art.

3. Lowenfeld V, Brittain L (1987) *Creative and mental growth*. (8th edn), New York, NY: Macmillan, USA.
4. Wei MH, Dzung A (2013) Cultural and age differences of three groups of Taiwanese young children's creativity and drawing. *Psychological Reports* 112: 900-912.
5. Martlew M, Connolly KJ (1996) Human figure drawings by schooled and unschooled children in Papua New Guinea. *Child Development* 67: 2743-2762.
6. Huntsinger CS, Jose PE, Krieg D, Luo Z (2011) Cultural differences in Chinese American and European American children's drawing skills over time. *Early Childhood Research Quarterly* 26: 134-145.
7. Wei MH, Dzung A (2013) Cultural and age differences of three groups of Taiwanese young children's creativity and drawing. *Psychological Reports* 112: 900-912.
8. Cox MV (1993) *Children's drawings of the human figure*. Hove, UK: Erlbaum.
9. Feinburg SG (1979) Conceptual content and spatial characteristics in boys' and girls' drawings of fighting and helping. *Studies in Art Education* 18: 63-72.
10. McNiff K (1982) Sex differences in children's art. *Journal of Education* 164: 271-289.
11. Minamoto F (1985) *Male-Female Differences in Pictures*. Tokyo Shoseki.
12. Lijima M, Arisaka O, Minamoto F, Arai Y (2001) Sex differences in children's free drawings: A study on girls with congenital adrenal hyperplasia. *Hormones and Behavior* 40: 99-104.
13. Lin SQ, Wei MH (2012) Analysis and study of children's creativity and abilities of people-and free-drawings in different cultures. *Journal of National Pingtung University of Education Liberal Arts & Social Sciences* 39: 35-74.
14. Mei-hue wei, Annie dzeng (2013) Cultural and age differences of three groups of taiwanese young children's creativity and drawing psychological reports. 112: 900-912
15. Lowenfeld V, Brittain L (1987) *Creative and mental growth* (8th edn), New York, NY: Macmillan, USA.