



**A STUDY ON EMBEDDING PAPER-CUTTING CRAFT IN FINE  
ARTS COURSES FOR PRESCHOOL EDUCATION MAJORS IN  
HIGHER VOCATIONAL COLLEGES AND UNIVERSITIES:  
TAKING QUANZHOU LIGHT INDUSTRY VOCATIONAL  
COLLEGE AS AN EXAMPLE**

**ZHENGJUN WANG**

**6317195441**

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THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS  
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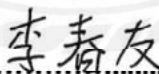
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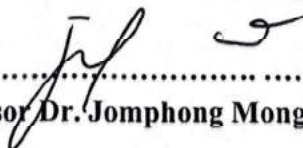
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**ZHENGJUN WANG**

This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
of International Master of Business Administration in International  
Business Management

Advisor: .....  .....  
( Dr. Li Chunyou )

Date: ..... 18 ..... / ..... 1 ..... / ..... 2024

.....  .....  
(Associate Professor Dr. Jomphong Mongkhonvanit)  
Dean, Graduate School of Business Administration

Date ..... 06 ..... / ..... 02 ..... / ..... 2024 .....  
Siam University, Bangkok, Thailand

**Title:** A Study on Embedding Paper-Cutting Craft in Fine Arts Courses For  
Preschool Education Majors in Higher Vocational Colleges and  
Universities: Taking Quanzhou Light Industry Vocational College as  
an Example  
**By:** Wang Zhengjun  
**Degree:** Master of Business Administration  
**Major:** Education Management

**Advisor:** ..... 李春友 .....  
( Dr. Li Chunyou )

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### ABSTRACT

Under the background of China's vocational education reform, the reform process of quality education is accelerating, but the teaching process of art courses in higher vocational colleges and universities focuses too much on the leading role of the teacher, the content of the teaching materials is rigid, the teaching methods are solidified, and the teaching evaluation is single, which leads to insufficient interest in students' learning, and the effect of teaching is not good. This paper analyzes the value of combining constructivist theory and folk crafts embedded in art courses, and explores the learning effect of introducing constructivist theory into the teaching of art courses embedded in paper-cutting crafts, while contributing to the inheritance and development of folk crafts. Therefore, the research objectives of this paper are mainly: 1) to analyze and study in depth the current situation of the paper-cutting craft embedded in fine arts course for preschool education majors in Quanzhou Light Industry Vocational College; 2) to explore in depth the learning effect of applying constructivist theory in the teaching of paper-cutting craft embedded in fine arts course.

This study adopts the literature research method, taking Quanzhou Light Industry Vocational College as an example, to sort out the status quo and related theories at home and abroad, and compare the teaching status quo of Quanzhou Light Industry Vocational College with the constructivist teaching theory, to find out the teaching problems of paper-cutting craft embedded in the fine arts course, and to further explore the learning effect of applying constructivist theory. Through the above methods, the study found that: 1) The Current Teaching Situation of Paper-cutting Craft Embedded in Fine Arts Courses for Preschool Education Majors in Quanzhou Light Industry Vocational College - Lack of Students' Interest in Learning, Insufficient Sense of Collaboration, Lack of Effective Communication and Insufficient Depth of

Understanding of Knowledge, Lack of Self-knowledge and Reflection, etc; 2) Learning effects of applying constructivist theory to the teaching of paper-cutting crafts embedded in an art course. Measures such as creating good learning contexts, strengthening cooperative learning, communication and dialogue help students construct meaning in the whole process, promote self-knowledge and reflection, and enhance the quality of learning. The findings of this study provide practical guidance for other higher education institutions to carry out the reform of the art curriculum, which has certain reference value.

**Keywords:** higher vocational colleges, pre-school education program, fine arts curriculum, paper-cutting art, constructivist theory

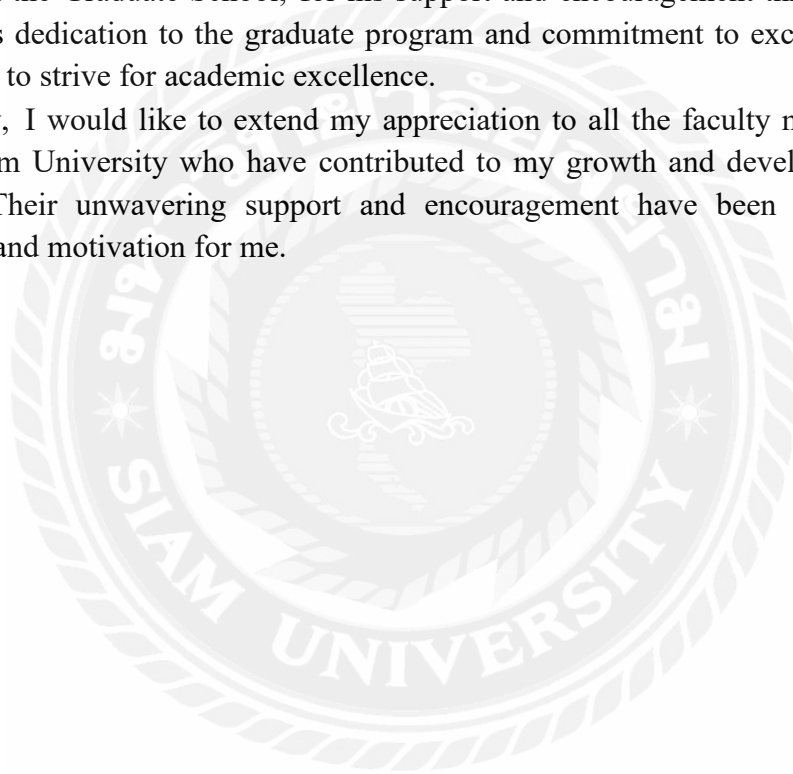


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## Declaration

*I, WANG ZHENGJUN, hereby certify that the work embodied in this independent study entitled “A Study on Embedding Paper-Cutting Craft In Fine Arts Courses For Preschool Education Majors In Higher Vocational Colleges And Universities: Taking Quanzhou Light Industry Vocational College As An Example” is the result of original research and has not been submitted for a higher degree to any other university or institution.*

*wang zhengjun*

(ZHENGJUN WANG)

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# CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENT .....	III
Declaration .....	IV
FIGURE CONTENTS.....	VII
Chapter 1 Introduction .....	1
1.1 Background of the Study .....	1
1.2 Problems of the Study .....	2
1.3 Objective of the Study .....	3
1.4 Scope of the Study.....	3
1.5 Significance of the Study .....	4
Chapter 2 Literature Review .....	6
2.1 Definition of relevant concepts .....	6
2.2 Related Theories.....	11
2.3 Traditional versus constructivist teaching methods.....	14
2.4 Conceptual Framework .....	15
2.5 Research Relevant .....	15
Chapter 3 Methodology of the Study .....	20
3.1 Introduction.....	20
3.2 Research process .....	20
Chapter 4 Finding and conclusion.....	23
4.1 Teaching Status of Paper-cutting Craft Embedded in Fine Arts Courses for Preschool Education Majors in Quanzhou Light Industry Vocational College.....	23
4.2 Learning effects of applying constructivist theory in the teaching process of paper-cutting craft embedded in the art course.....	29
4.3 Conclusion.....	35
Chapter 5 Recommendations .....	37
5.1 Application Prospects.....	37
5.2 Research recommendations .....	37
Reference .....	39

# TABBLE CONTENTS

Table 1:Traditional versus constructivist teaching methods..... 15





## FIGURE CONTENTS

Figure 2. 1 Research Framework ..... [15](#)



# Chapter 1 Introduction

## 1.1 Background of the Study

With the continuous reform of China's education system, China's attention to the work of vocational education has reached new heights, and its understanding of the laws of reform and development of vocational education in the new era has reached new heights (Wang, 2023). Especially in the field of preschool education, higher teacher quality and education quality are expected to meet the rapidly changing social demands (Zhao, 2016). Therefore, the preschool education program in higher vocational colleges and universities has become an important base for training high-quality early childhood teachers. However, the limitations of the traditional teaching mode still exist, and the reform of the teaching mode needs to be continuously promoted.

The excellent traditional culture nurtured in the development of China's civilization for more than 5,000 years is the spiritual lifeblood of the Chinese nation, an important source for nourishing socialist core values, and a solid foundation for us to stand firm in the world's cultural turbulence (Xi, 2019). Higher education, as the highest level of national education, colleges and universities have an unshirkable responsibility in passing on and carrying forward the excellent traditional Chinese culture, and college students are in the period of formation of their worldviews, outlooks on life, and values, so the importance of effectively integrating the excellent traditional culture into the practice of contemporary higher education and imbibing and shaping the minds and personalities of the young scholars with the spirit of the excellent culture cannot be overstated (Li, 2015). In this context, the traditional art of paper-cutting, as a wondrous flower in Chinese folk traditional crafts, with its profound cultural connotation and unique artistic expression, is considered an important way to enrich the art curriculum of preschool education majors and cultivate students' diversified abilities (Zhu & Wu, 2019).

The times are developing rapidly, educational science and psychology are also changing and developing, new educational and teaching concepts are emerging, and the way and method of students' learning have also undergone a great transformation, so that the previous dull and old-fashioned learning methods are difficult to adapt to today's rapidly developing information age. Especially in the pre-school education majors in higher vocational colleges and universities, the art course as a theoretical and practical strong mandatory course, as a major skill to train future teachers of young children, bear the important responsibility of cultivating the future flowers of the motherland, should not be used in the past a single, old-fashioned teaching methods, and should be taught to the students through the teaching of the course to the students by the example. Constructivist teaching advocates learning as the center, in the whole teaching process, teachers play the role of organizer, guide, helper and facilitator, the use of context, collaboration, conversation and other elements to give full play to students' initiative, initiative and initiative, and ultimately enable students to effectively achieve the

meaning of the current knowledge constructed. The constructivist learning style plays an important and far-reaching influence on cultivating students' independent and cooperative learning and promoting their development (Shen, 2009).

How to establish a scientific teaching mode of paper-cutting craft embedded in the art curriculum, how to use effective teaching methods to teach, promote the development of students' cognitive ability and emotional expression ability, enlighten students' wisdom, develop students' thinking and innovation ability, cultivate early childhood educators with comprehensive art literacy, and, through practical activities, enable students to deeply understand and cherish this traditional craft, which contributes to its cultural inheritance has always been the a common concern of art teachers specializing in preschool education (Li ,2013).

## **1.2 Problems of the Study**

Due to the late attention to vocational education in China, especially in the field of preschool education, higher teacher quality and education quality are expected to meet the rapidly changing social needs (Zhao, 2016). And the aspect of art curriculum reform in preschool education is still in the exploratory stage.

First of all, in the current process of art education in higher vocational education, teachers use textbooks as the important basis in teaching, while in the higher vocational preschool education major, the teaching content is scarce and seriously detached from the cultural background and life foundation of students, and students lack interest in learning (Zeng, 2017). In art teaching, too much attention is paid to the teaching of knowledge and skills and techniques, focusing on the leading role of the teacher to a certain extent on the independent learning ability of students and the ability to suppress, to a certain extent, affecting the quality of teaching. For the evaluation of performance, the lecturer's teaching blindly pursues the results, pursues uniformity, and does not pay attention to the process, which seriously restricts the students' thinking (Su, 2008). Qin Runi (2018) pointed out that in the traditional mode of teaching, for students studying art courses are more passive acceptance, lack of independent thinking, students' attention can not be focused, the classroom is boring, learning motivation bias and other problems, all of which are affecting the learning effect of students. In order to solve these problems in depth, we must first recognize and understand the root causes of the problems. An in-depth understanding of the current teaching situation and deficiencies in Quanzhou Light Industry Vocational College is a key step in providing a foundation and direction for the study.

Secondly, constructivist teaching theory can promote the transformation of teaching philosophy, teaching mode and learning mode. The teaching concept and teaching methods advocated by constructivist teaching theory can, on the one hand, change the traditional teaching mode, so that teachers really start from the students

themselves, understand and know the internal factors of the students, and mobilize the students' initiative to learn, and at the same time, realize the in-depth research and gradual improvement of the teaching methods and means. It realizes the transformation of students' identity from teaching participants to researchers of teaching content, stimulates students' subjective initiative in learning the piano, and independently discovers and solves problems (Hu, 2013). Therefore, whether the application of constructivism theory to the teaching of paper-cutting craft embedded in the art course of preschool education majors can change the teaching status quo of today's art courses and achieve good teaching results is an important issue to be researched and demonstrated in this thesis.

### **1.3 Objective of the Study**

The art course is one of the required courses for preschool education majors, and it is a very important practical teaching link in the training program for early childhood education talents. Therefore, we need to find a suitable educational strategy and use it as a guide to reshape the teaching mode of paper-cutting craft embedded in the fine arts course, with a view to improving students' artistic creativity, aesthetic ability and humanistic literacy, and promoting the inheritance and development of traditional culture. In turn, it will provide some feasible reference experiences for the art education sector in higher vocational colleges and universities. To this end, this study aims to achieve the following purposes:

1. To analyze and study in depth the current situation of paper-cutting craft embedded in the art course for preschool education majors in Quanzhou Light Industry Vocational College;
2. To explore in depth the learning effects of applying constructivist theory in the teaching of paper-cutting craft embedded in art courses.

### **1.4 Scope of the Study**

Taking Quanzhou Light Industry Vocational College as an example, this study focuses on the fact that paper-cutting craft is embedded in the teaching of art courses for preschool education majors, and based on the constructivist theory, the current teaching situation and the teaching effect of invoking the constructivist theory are researched according to the specific environment of preschool education majors in the College of Education of the university. Through the search of China Knowledge Network on the topic of "preschool education majors, art courses, constructivism theory, paper-cutting craft", a total of 169 related documents were compiled, of which 20 were master's theses and 149 were journal documents. Seven books were borrowed from the library. To provide a theoretical basis for the research of this paper. The author spent 4-6 months to organize and analyze the literature in detail, adopted the literature research method, and wrote a literature review, aiming to solve the problems of paper-cutting craft embedded

in art courses, put forward the optimization and improvement of teaching strategies, enhance the learning effect of the opinions, stimulate students' interest in learning, cultivate students' creativity and exploratory ability, and improve the overall quality of teaching.

Although the main research object of this study is Quanzhou Light Industry Vocational College, the research results may be helpful to other higher vocational colleges and universities with similar needs, and provide useful references for vocational education reform.

## **1.5 Significance of the Study**

### **1.5.1 Theoretical significance:**

In the modern society where civilization is constantly upgrading and developing, cultural exchanges between countries are getting closer and closer, and cultural development is more and more diversified. The cultures of different countries also influence the development of the three views of the young generation in China. Therefore, under the impact of diversified trends, the promotion and inheritance of traditional Chinese culture and the close integration of traditional culture with modern civilization have become the top priority in the educational and teaching reform of all schools (Jiang, 2022). Although paper-cutting is an important part of the art course of preschool education, the teaching situation in the art course of preschool education in higher vocational colleges and universities is not optimistic, and the teaching problems are presented to different degrees, especially some art teachers still follow the traditional teaching mode of purely theoretical lectures, and some art teachers implanted constructivist theories in their teaching, but the implementation of the limited countermeasure makes the teaching effect achieve little (Zhu, 2020). In this paper, by combing the relevant concepts, theoretical foundations and domestic and international research status of paper-cutting craft embedded in the art curriculum and constructivist theory to find the intrinsic connection between the three and the teaching revelation; through the use of constructivist theory, and by thinking from the three dimensions of the learning theory, the learning environment, and the learning strategy, the integration of the art of paper-cutting into the art curriculum of preschool education majors not only enriches the teaching content of the art classroom, but also enhance students' creativity and inquiry ability, improve the teaching effect, and adapt to the needs of early childhood teaching positions. Provide a reference for teaching reform for the embedding of paper-cutting craft in the art course. It helps to promote the overall reform of vocational education and has certain theoretical significance.

### **1.5.2 Practical significance:**

Paper-cutting is an important intangible cultural heritage of China, with rich cultural connotation and unique artistic charm, which provides rich teaching resources for the fine arts courses, optimizes the teaching process of paper-cutting craft embedded in the fine arts courses through the constructivist theory, and also provides a new way of thinking and theoretical basis for the curricular reform and educational innovation of the institutions of higher vocational education, and has a guiding value to the folk craft embedded in the fine arts courses, and offers a good opportunity to provide a reference for the teaching reform of other It has a guiding value for the folk craft embedded in fine arts courses, and provides a feasible reference for other folk crafts embedded in fine arts courses. Through the teaching reform of paper-cutting craft embedded in fine arts courses, we can make students become the main body of learning, stimulate students' interest in learning and improve students' subjective initiative, cultivate students' communication ability and cooperation ability during the interactive sessions, make teaching more open; let more young people understand and love Chinese traditional culture, and enhance cultural self-confidence. It is of great practical significance for the effective inheritance and development of this folk craft.

Closely linking the teaching content of folk crafts with the future work of preschool education majors provides new ideas and methods for the training of early childhood teachers. At the same time, the art of paper-cutting is facing the dilemma of lack of a new generation of inheritors, and it is of profound significance to embed the folk craft in the art curriculum by bringing the content of the folk craft into kindergarten in a reasonable way, so that preschool education majors can pass on the folk craft in the classroom of young children (Zhao, 2014).

## Chapter 2 Literature Review

### 2.1 Definition of relevant concepts

#### 2.1.1 Higher vocational colleges and universities

Higher vocational colleges and universities is the abbreviation of higher vocational colleges and universities, which is an important part of vocational education, and it is to cultivate talents with higher education knowledge and strong professional skills on the basis of completing secondary education. Vocational education and general education are two different types of education with equal importance. Higher vocational education has the dual attributes of higher education and vocational education, which is essentially vocational education, and the successful exploration in the past lies in the adherence to this position, and the successful development in the future should still adhere to the direction of the type of vocational education (Xie, 2019).

On November 16, 2006, the Ministry of Education of the People's Republic of China issued the document "Several Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education", which clearly states, "Higher vocational education is a type in the development of higher education, shouldering the mission of cultivating high-skilled personnel oriented to the needs of the front line of production, construction, service and management, and accelerating the pace of China's irreplaceable role in promoting the process of socialist modernization.

Cui Yan (2019) pointed out that in order to implement the spirit of the National Education Conference and the National Vocational Education Reform Implementation Plan, the Ministry of Education and the Ministry of Finance have launched the "Double-High Plan" for higher vocational education, focusing on building a number of higher vocational schools and professional groups that lead the reform, support the development, and have Chinese characteristics at the world level, and leading the continuous reform and strengthening the connotation construction of vocational education. The program will lead vocational education to deepen reform, strengthen the connotation construction, and promote higher vocational education to enter the stage of Chinese brand construction from superiority to refinement. The "Double-High Plan" is a series of strategic plans for the development of higher vocational education in line with the national stage strategic development goals (Fan & Zhang , 2023). It provides a basis for improving the quality of education in higher vocational colleges and universities, effectively implementing the reform work of aesthetic education, and clarifying the importance of cultivating students' awareness of aesthetic education.

The reform work of aesthetic education needs to be well implemented and reformed in terms of teachers, curriculum, practice and carriers, so that college students can correctly recognize, appreciate, respect and pursue beauty in order to achieve the

fundamental task of building a beautiful China (Wang & Wang 2022). In terms of art education, higher vocational colleges face special challenges. For example, the art courses in some higher vocational colleges and universities are difficult to integrate with the contents of other courses, and the teaching effect is poor, which limits the development of students to a certain extent and leads to the lack of innovation and practical ability of the cultivated talents (Chen, 2023). And innovative thinking and cultural literacy, which is the key to their success in their future career. Colleges and universities, as a temple of knowledge to help students establish the awareness of national culture, integrate national culture into art teaching, which not only helps to improve the quality of art teaching, but also helps to inherit the national culture (Liu, 2020).

In order to promote the reform of vocational education and facilitate students to realize comprehensive development. Higher vocational colleges and universities need to effectively combine professional skills education and traditional culture education by reforming the education model in order to promote the overall development of students. This requires in-depth reflection and innovation on the educational concepts and methods of traditional courses (Chen, 2023).

### **2.1.2 Pre-school education majors**

The major of preschool education refers to a category of majors specially set up to cultivate specialists engaged in preschool education, whose main task is to enable students to master the basic theories, basic knowledge and basic skills related to preschool education through systematic education and training, and to cultivate their professional ethics and educational sentiments for engaging in the work of preschool education.

The curriculum of preschool education majors usually includes: preschool education, educational psychology, child psychology, children's health care, children's literature, children's music, children's art, children's dance, early education, preschool education activity design and so on. It includes not only the study of educational concepts and methods for young children, but also the in-depth study of the physiological and psychological development of young children, health care, and the design and guidance of various art and sports activities. There are many studies on the curriculum and teaching methods of preschool education majors, and they usually focus on how to cultivate students' educational philosophy and teaching skills (Zhong, 2023). In the preschool education program, art courses are an important program because art activities can help children develop creative thinking and a sense of aesthetics (Fong, 2020). In addition, research has shown that traditional art crafts, such as paper-cutting, can provide an innovative and hands-on teaching and learning environment that contributes to the development of students' overall quality and professional skills (Shen, 2022).



In terms of internship and practice teaching in preschool education, there are many studies focusing on how to improve the quality and effectiveness of internships and how to better integrate theory and practice teaching (Li, 2009). Some other studies have emphasized that practice teaching not only needs to equip students with teaching skills, but also needs to develop their professional attitudes and ethical awareness (Tang & Niu, 2015). Some studies have also emphasized the importance of professional teacher team building and the support system for teachers' professional development (Wang, Sun & Cai, 2021).

After graduation, students majoring in preschool education can mainly work in kindergartens, early childhood education centers, early childhood education research institutes and other institutions as teachers, educational consultants, educational researchers, and other positions to provide professional educational services for children aged 0-6 years old.

### **2.1.3 Fine Arts Program**

According to Liu Fang (2020), fine art is both an independent art and a treasure of human civilization, as well as an important way to pass on national culture. Art education refers to cultivating students' ability to perceive and create beauty through the means of art. With the deepening of the new curriculum reform, art teaching in colleges and universities has taken on a new connotation, aiming to help contemporary college students establish correct values, improve their aesthetic ability and cultural literacy, and inspire students' love for national culture.

The position of art courses in the education system is gradually being emphasized, especially its role in cultivating students' innovative thinking and practical ability, aesthetic awareness and humanistic literacy. These abilities are not only crucial to students' personal growth and future career development, but also an important force for social progress and cultural innovation (Liu, 2023).

According to Shao Zhuguo (2021), art itself contains the genes of traditional culture, and art education is an important content in the education of higher vocational colleges and universities; introducing traditional culture into the art education of higher vocational colleges and universities can enhance teachers' cultural literacy, optimize the teaching structure, improve the teaching resources, and build a platform for activities, as well as ensure that the traditional culture is effectively passed on through classroom education.

Art course is one of the compulsory courses for preschool education majors, and it is a very important practical teaching link in the talent cultivation program of early childhood education. Preschool art class (including manual class) is to guide teachers of

young children to follow scientific educational methods, use colorful materials, adopt colorful art activities, stimulate young children's desire for "creation" with a rich external environment, so that they can fully express their feelings and feelings about the life around them and make use of a wide variety of materials to their heart's content through art activities. To express their feelings and understanding of life around them and their pursuit of beautiful things, to promote the development of young children's ability to recognize objective things, observation, memory, expression and aesthetic ability, and to cultivate young children's beautiful sentiments and emotions and cultivate beautiful personalities (Li, 2009).

Improving the teaching quality of art classes and achieving better teaching effects are the only way to train qualified kindergarten teaching staff. With the rapid development of kindergartens in China, the quality of the art aspect of early childhood teachers has put forward higher requirements, and how to reform the art course of the preschool education majors of higher vocational and higher education teachers is a topic that we must take seriously (Zhao, 2016).

Howeverly, the design and implementation of the art curriculum faces some challenges. First, art education is often viewed as technical drills, downgrading spiritual nourishment to skill acquisition, which not only fails to recognize the nature and philosophy of art curriculum and art education, but also misunderstands the functions, purposes, and tasks of school aesthetic education (Yeh,2022).

Secondly, the content and pedagogy of the art curriculum often lacks innovation. Some teachers' teaching content is rigid, and the teaching method is mostly to let students refer to the demonstration works in the textbooks, without the students' learning basis, to stimulate students' initiative, and to learn the knowledge happily in the exploration and experience. Some teachers judge students' work on the basis of "whether the drawing looks like it should", which makes students passively accept art theories and techniques, and does not effectively attract students' interest and participation (Jia, 2023).

In order to improve the art curriculum, some researchers have proposed different strategies. For example, Wu, Xiujie, and Zhang, Yunqi (2021) advocated introducing project learning into art teaching; transforming projects that have actually been carried out in school-enterprise cooperation and social service into educational resource packages according to the teaching needs; and making full use of information technology to establish an online and offline blended teaching mode in order to stimulate the students' active learning and innovation ability. While Zhang Hao, Wei Yun, and Zhu Defeng (2023) proposed to utilize new media technologies such as virtual reality and augmented reality to enhance the attractiveness and effectiveness of art teaching.

In conclusion, as the art program in higher vocational colleges and universities with China as the soil of existence, it is more important to cultivate professionals with Chinese cultural heritage. Therefore, the reform of the art curriculum requires us to deeply reflect

on and innovate the traditional educational concepts and methods. Only in this way can we truly realize the potential of art education and provide support for students' all-round development.

#### **2.1.4 Paper-cutting**

Chinese paper-cutting art is a global intangible cultural heritage originated from China, which was inscribed on the Representative List of the Intangible Cultural Heritage of Humanity by UNESCO in 2009, and is regarded as "treasures of handmade art", a kind of hollow art with unique modeling symbols, distributed in a wide range of regions, with thousands of styles and vivid and interesting images. Vivid and interesting, there are many masterpieces of paper-cutting in cities and towns all over the world, with strong regional and folklore. It has rich cultural connotation and artistic value (Liu, 2021). He Chunxia (2022) mentioned in "Teaching Research on Traditional Paper Cutting Art in Aesthetics Education in Colleges and Universities" that the art of paper cutting is closely related to folk life, and it is the working people's perception of real life in our country, and the rich themes and patterns reflect the working people's understanding and knowledge of the festivals, folklore, natural phenomena, etc. It unites the wisdom and emotion of the Chinese nation, and expresses the people's sincere, simple It expresses people's sincere and simple hope and yearning for a better life.

There are many studies on the origin, development and technical characteristics of paper-cutting. For example, Lei Shuang and Lu Zhenghong (2023) mentioned in their article "The Use of Folk Art in Secondary School Art Courses - Taking Nanjing Paper Cutting as an Example" that the creation of the art of paper-cutting can be traced back to a long time ago. Historical records show that before paper was invented, the ancients used thin sheets of materials such as gold, silver and foil for decorative purposes after engraving. With the creation and popularization of paper, the art of paper-cutting was gradually formed using paper as the material. Liu Yanru (2023) also pointed out that paper-cutting craft is a kind of artistic creation in the leisure life of ancient Han women, carrying many values and wisdom of life in traditional Chinese culture. At the same time, its simple, easy-to-learn and innovative features have also been noticed by scholars. Yang Yuan's (2020) study concluded that the art of paper-cutting can be used as an important part of art education to help students improve their innovative thinking and aesthetic ability.

Quanzhou Light Industry Vocational College is located in the southern part of Fujian Province, Fujian Province, and it is here that Zhangpu paper-cutting originated. Zhangpu paper-cutting is an important school of traditional Chinese paper-cutting, known as "the living fossil of paper-cutting art". Regarding Zhangpu paper-cutting, researchers mainly focus on its characteristics, history and current situation. According to Ruan Jinjiao (2019), Zhangpu paper-cutting works exude a strong regional flavor, with southern Fujian characteristics and aesthetic value. They are both delicate with lush

and streamlined compositions and romantic with rugged exaggeration and naivety, and the subjects have typical regional characteristics, which makes them an outstanding representative of folk art in southern Fujian. According to Yang Yuan's (2020) study, the most important feature of Zhangpu paper-cutting is "straight cutting", with smooth lines and a sense of rhythm, which has high artistic value and aesthetic effect. Lin Shuyu's (2016) study emphasized that Zhangpu paper-cutting is an important part of the folk culture in Fujian, and is of great significance to the study of the folk culture in Fujian. And in modern society, how to protect and inherit Zhangpu paper-cutting is also the focus of scholars' attention (Lan, 2013).

## **2.2 Related Theories**

### **2.2.1 Constructivist Theory**

The earliest emergence of constructivist theory can be traced back to the 18th-century philosopher Vico, who once pointed out that people can only clearly understand everything they construct themselves (Wen & Jia, 2002). Since then, Dewey, Piaget, Vygotsky and others have continuously developed it and finally formed a complete theoretical system. As the pioneer of constructivist theory, Piaget proposed that children gradually construct their knowledge of the external world in the process of interacting with the surrounding environment, thus forming their own cognitive structure (He, 1997). He believed that children's cognitive construction is a spiral process, through continuous assimilation and cis-cause to achieve a cognitive state that seeks for equilibrium, so as to get continuous development and progress. Dewey believed that education must be based on students' existing experience, education to promote the generation and transformation of experience, students in the experience of discovering new problems, new problems contribute to the students to obtain new concepts Russian psychologist Vygotsky proposed that individual learning exists in a certain historical, socio-cultural context, social support and facilitation of the role of the individual to enable the individual's learning to climb up the edge of the straight up and he also pays great attention to the interaction between the student's original experience and new knowledge, and he also paid great attention to the students' original experience and new knowledge. experience and new knowledge (Wen& Jia, 2002).

Constructivism, based on the study of children's cognitive development, has not only formed a new learning theory, but is also forming a new teaching theory. As mentioned above, this learning theory emphasizes student-centeredness, which not only requires students to be transformed from passive recipients of external stimuli and objects of knowledge instillation into the main body of information processing and active constructors of knowledge; but also requires teachers to be transformed from transmitters and instillers of knowledge into helpers and facilitators of students' active construction of meaning (He, 1997). In the traditional classroom, students are in a passive position, while the teacher is the one who actively imparts knowledge. In the

constructivist classroom, the main position of students is very much emphasized, and teaching is the process of students constructing knowledge on their own, and teachers only play the role of auxiliary promotion. Constructivism, as a new epistemology and learning theory, puts forward a series of new interpretations in the view of knowledge, students and learning, and fully emphasizes the active constructive social interactivity as well as contextual learning, and in the specific learning mode. Constructivism advocates learner-centered problem-based learning, collaborative inquiry learning and contextual learning (Zhang & Sun 2006).

In a nutshell, constructivist learning is student-centered, with the teacher playing the role of organizer, guide, helper and facilitator in the whole teaching process, using context, collaboration, conversation and other elements of the learning environment to give full play to students' initiative, motivation and spirit of initiative, and ultimately to achieve the goal of enabling students to effectively achieve the construction of meaning for the knowledge they are currently learning (Gao, 1998).

### **2.2.2 The Four Elements of Constructivist Learning Environments**

Constructivism believes that knowledge is not imparted by the teacher, but the learner in a certain context that is the socio-cultural context, with the help of others (including teachers and learning partners), the use of the necessary learning materials, through the construction of meaning and access to the way. Because learning is in a certain context that is the socio-cultural context, with the help of others that is realized through interpersonal collaborative activities and the process of meaning construction, so the constructivist learning theory that the "context setting", "teamwork", Therefore, constructivist learning theory considers "contextualization", "teamwork", "communication" and "meaning construction" as the four major elements or attributes of a learning environment (Wilson, 1995).

1. "Contextualization": The context of the learning environment must be conducive to the construction of meaning by the learners of what they have learned, which means that in a constructivist learning environment, the creation of contextual issues for students to construct meaning should be regarded as one of the main elements of instructional design. In classroom teaching, playing videos and audio recordings that help to understand the content of teaching, participating in social practice, providing students with rich learning resources on the Internet, etc., all of which help learners to understand and master the content of the learning situation, all belong to the scope of the creation of the context (Li, 2006).

2. "Teamwork": Collaboration occurs throughout the learning process. Collaboration in a certain sense means consultation. Consultation mainly involves self-consultation and mutual consultation. Collaboration plays an important role in the collection and analysis of learning materials, the formulation and verification of

hypotheses, the evaluation of learning outcomes until the final construction of meaning (He, 1997).

3."Communication": communication is an indispensable part of the collaborative process. Learning group members communicate with each other to discuss how to accomplish the learning tasks to achieve the goal of meaning construction, how to get more guidance and help from teachers or others, etc., to promote the learning process. In the process of communication, each learner's thinking results (wisdom) for the whole learning group to share, so communication is one of the important means to achieve the construction of meaning.

4."Meaning construction": this is the ultimate goal of the whole learning process. To help students construct meaning in the learning process is to help students achieve a deeper understanding of the nature of the things reflected in the content of the current study, the laws, and the intrinsic connection between the thing and other things.

### **2.2.3 Teaching Mode and Teaching Methods Advocated by Constructivism**

In the teaching that will be compatible with the constructivist learning theory and the constructivist learning environment, students are the active constructors of the meaning of knowledge; teachers are the organizers, guides, helpers and facilitators of the teaching process; teaching materials are the objects of the students' active construction of meaning; the media are used to create contexts, collaborative learning and conversational exchanges as the cognitive tools for the students' active learning and collaborative explorations. In this context, the four elements of teacher, student, textbook and media each have a completely different role and a different relationship compared to traditional teaching. This new relationship and interaction is the reason why the teaching and learning activities have developed another stable structural form, i.e., the model of teaching and learning in a constructivist learning environment.

#### **2.2.3.1 Anchored Instruction**

Constructivist theory emphasizes the importance of valuing students' prior experience, as well as the inability to ignore the cultural and historical environment in which students live. Under these conditions, teaching should be centered on real-life situations, and students can actively experience and feel in real situations through the formulation of a real problem to gain their own deep understanding, rather than passively accepting the experience of others. Because anchor teaching is based on real examples or problems (as "anchors"), it is sometimes called "example-based teaching" or "problem-based teaching" or "contextualized teaching". "contextualized teaching".

#### **2.2.3.2 Scaffolding Instruction**

Scaffolding Instruction is developed by constructivists from Vygotsky's theory of the "zone of nearest development", which is the distance between the actual level of students' independent problem solving and the level of problem solving through teacher guidance. Therefore, he believes that teachers can provide students with appropriate guidance, clues or tips for students to build a "scaffolding", so that students can through this "scaffolding" in the "nearest development zone The teacher believes that the teacher can build a scaffolding for the students by providing appropriate guidance, clues or hints, so that the students can use this "scaffolding" to climb up gradually in the "zone of nearest development" to a new and higher level, that is, "jumping and picking a peach", as we commonly say.

### 2.2.3.3 Random Access Instruction (RAI)

The basic idea of Random Access Instruction is derived from a new branch of constructivist learning theory called "flexible cognition theory". The purpose of this theory is to improve learners' comprehension and their ability to transfer knowledge. Therefore, teachers should randomly guide students to learn the same content from different perspectives and learning pathways at any time according to the construction of the meaning of the information by the learners in the learning process or the learning characteristics of different learners, so that different learners can obtain multiple perceptions and understandings of the same thing or the same problem. It can effectively deal with the individual differences of students in learning, and can stimulate students' innovative thinking ability.

As can be seen from the above introduction, although there are many different forms of constructivist teaching methods, but also has its commonality, that is, their teaching links include context creation, collaborative learning (in the collaboration, discussion process, of course, also includes the "conceptualization").

In the process of collaboration and discussion, of course, also includes "dialogue"), and on this basis by the learners themselves to complete the final construction of the meaning of the knowledge learned. This is determined by the learning environment of constructivism.

## 2.3 Traditional versus constructivist teaching methods

	traditional teaching	constructivist approach to teaching and learning
teaching body	Teacher-centered	student-centered
Content of lessons	Textbook-centered	experience-centered
Scope of Teaching	Classroom-centered	Project-centered

teaching goal	Use direct or indirect experience to validate solved problems	Use existing knowledge and skills to solve real-world problems that have been experienced.
teaching method	indoctrination	student-centered, teacher-assisted facilitation
Forms of instruction	Passive single reception by students	Active multi-directional communication between teachers and students, students and pupils
Evaluation of Teaching and Learning	Absolute evaluation, relative evaluation	Formative assessment, summative assessment

Table 1: Traditional versus constructivist teaching methods

## 2.4 Conceptual Framework

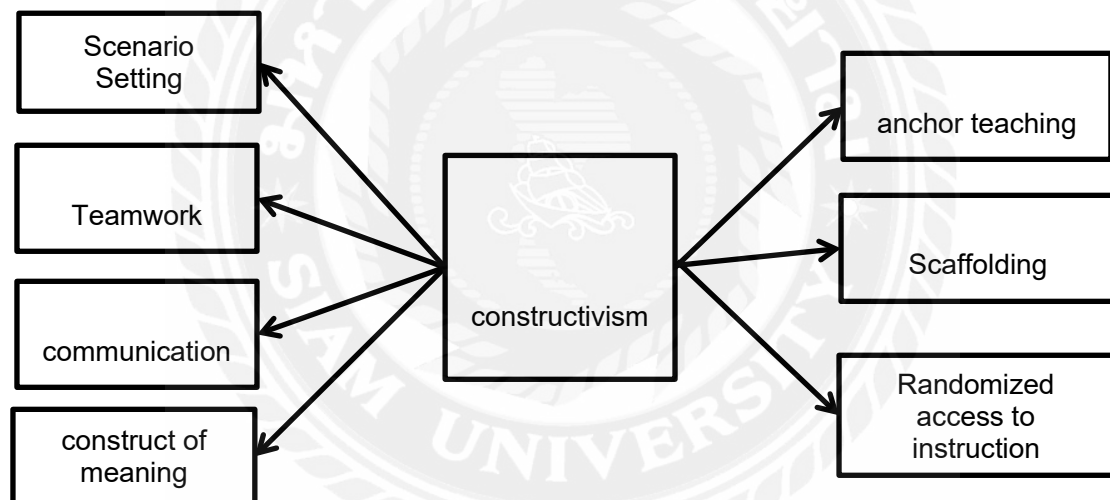


Figure 1. Conceptual Framework

## 2.5 Research Relevant

As a kind of Chinese intangible cultural heritage, paper-cutting craft is considered a cultural resource with rich educational value (Yang, 2020). Students majoring in preschool education can deeply understand and experience traditional Chinese culture



and improve their cultural literacy through the study of paper-cutting craft (He, 2022). Using "paper-cutting Higher education Fine arts courses" as the search content, the author found one master and doctoral thesis and 15 related documents on China Knowledge Network, and even fewer documents on "preschool education majors", so it can be seen that for the embedding of paper-cutting in the fine arts courses of higher education institutions, it is very important for the students to learn the traditional Chinese culture through the learning of paper-cutting. Therefore, it can be seen that there is a great lack of research on the teaching strategies of paper-cutting craft embedded in the art courses of preschool education majors in higher vocational colleges and universities.

At the intersection of paper-cutting craft and art education, we can see that many literature reports focus on the unique advantages of paper-cutting craft in cultivating students' artistic innovation ability. For example, Zhao Junying (2014) pointed out that the specialty of preschool education is special in that it aims to cultivate future educators, which requires that students not only need to be familiar with educational theories and master educational skills, but also need to have a certain degree of understanding and recognition of art, especially folk art. Therefore, as future kindergarten teachers, they need to be able to guide and stimulate children's interests and hobbies, and cultivate children's artistic creativity and aesthetic sensibilities. A study by Li Lin (2013) detailed the application of paper-cutting craft in primary and secondary art education and emphasized its importance in cultivating students' aesthetic perception and creativity. Similarly, He Chunxia (2022) pointed out in her study that the art of paper-cutting not only enhances students' hands-on ability in the teaching process, but also enables them to gain aesthetic experience and cultural identity in the process of appreciation and creation through this traditional art form. In addition, the learning and practicing of paper-cutting craft is also regarded as an effective way to enhance students' observation, imagination and creativity, exercise fine motor skills, and cultivate good aesthetic habits (Du, 2019). These are important qualities for preschool education students and are undoubtedly extremely important for them (Zhao, 2016). It realizes the win-win situation of education and cultural inheritance, which is conducive to the future employment of preschool education majors (Fang, 2020).

In addition, many scholars have paid attention to the influence of paper cutting on preschool children, and about the paper cutting process in higher vocational teachers are weak, greatly affecting the actual teaching effect of paper cutting. For example, as pointed out by Li Guiju (2020): firstly, some early childhood teachers lack correct cognition of paper-cutting in preschool education, believing that paper-cutting is a kind of common handcraft activity, and failing to recognize the value and significance of paper-cutting in preschool education. Secondly, some early childhood teachers adopt improper teaching methods, which are difficult to attract the attention of preschool children, resulting in some preschool children's attention being difficult to concentrate for a long time, which affects the effect of paper-cutting teaching and other problems. However, the research on the study of paper-cutting craft in the cultivation of preschool education students is very little. For example, how to maintain the original cultural

essence of folk crafts while integrating them into modern art education to make them more in line with the aesthetic needs and learning styles of contemporary college students, so that students can have a deeper understanding and recognition of paper-cutting crafts, and then effectively apply them to the future work of early childhood education so as to achieve the role of improving the quality of pre-school education, I believe that this is a problem that has not yet been adequately investigated in the research. However, although many researchers have recognized the important value of paper-cutting craft in the art curriculum of preschool education majors, the research on how to optimize the teaching mode of paper-cutting craft embedded in the art curriculum is still insufficient.

Quanzhou Light Industry Vocational College (QLIVC) was founded in April 2009 as a private higher vocational college. Located in Jinjiang City, Quanzhou, a famous overseas Chinese hometown, it is the only private higher vocational college in Fujian Province to be selected for the "Fujian Provincial Exemplary Modern Vocational College Construction Project" for three consecutive years from 2018 to 2020, and the only private higher vocational college to be selected for the construction of high-level higher vocational colleges and universities in Fujian Province for the project in 2021. There are 32 majors, including preschool education, which has nearly 600 graduates every year, more than 50 kindergartens in school-enterprise cooperation, and more than 40 teachers, which is very representative of private higher vocational colleges and universities in southern Fujian, and has an outstanding demonstration and leading role in teaching reform. However, due to the practice of preschool education program is not long, the teacher team is relatively young, lack of teaching experience, and very limited research on teaching theories and methods, in the teaching process, it is still dominated by traditional teaching methods. However, traditional art education, whether in the teaching mode or teaching content, teaching methods have not been able to meet the current diversified needs of college students for art education, such as teaching the same subject matter, teaching methods are the same, teaching methods are relatively backward, etc., art education in colleges and universities need to continue to introduce new knowledge, new ideas and new forms to improve the current situation. In particular, research on how to design the content of paper-cutting courses, how to assess the learning effect of students, and how to cultivate students' innovative thinking and cross-cultural understanding is still an issue that needs to be explored in depth (Ruan, 2019). Since the 1950s, learning theories have gone through different stages of development, such as behaviorism, cognitivism and constructivism. Among them, constructivism is a learning and teaching theory that has developed in the West since the 1990s with the development of multimedia technology and network technology. Constructivism is a widely used theoretical framework in the field of education.

Piaget was one of the pioneers of constructivism. He proposed that children have different cognitive structures at different developmental stages and that learning is a process of reaching a new cognitive equilibrium through adaptation and adjustment to new information. Yang Hongying and Wang Xiangyang (2004) pointed out in their

article that constructivist learning theory advocates a learner-centered approach, emphasizing that the learner is the main body of information processing and the active constructor of knowledge meaning; it is believed that knowledge is not inculcated by the teacher, but rather is constructed by the learners in a certain context through collaboration, discussion, communication, mutual help (including the guidance and assistance provided by the teacher) and with the help of necessary information resources Active construction.

The theory of constructivism has been widely used in the art research and practice of developed countries in the West, where art teaching concepts and curricula focus on the principle of hands-on, minds-on thinking and creation, and adopt diversified teaching methods, which largely subverted the traditional teaching concepts. In the field of art teaching in China, the application of this theory is still in the primary stage, lacking a comprehensive theoretical system as a guide, and the depth and breadth of research is insufficient.

Whether from the international or domestic situation, the key to deepen teaching reform at all levels and all types of schools lies in the ability to break the traditional teaching mode that has long ruled the classrooms of all levels and all types of schools. This mode of teaching is characterized by: teacher-centered, teachers speak, students listen, mainly relying on teachers to instill in students, as the main cognitive body of the students in the teaching process from beginning to end in a passive state, its initiative, enthusiasm is difficult to play. Neither can ensure the quality and efficiency of teaching, but also not conducive to the cultivation of students' divergent thinking, critical thinking and creative thinking, that is, not conducive to the growth of creative talents. In order to change this situation, many domestic and foreign educators, educationalists, educational technologists have made a lot of research and exploration from both theory and practice over the years, and constructivist theory is the main theoretical results of such efforts (He, 1997).

There are 15,896 papers related to the search term "constructivist theory" on Knowledge.com, indicating that constructivist theory has received widespread attention. However, the introduction of constructivist theory in China's education field is relatively late, and the earliest literature appeared in 1997. There are only 1008 papers on the application of constructivist theory in teaching and learning, and the subjects involved are relatively comprehensive, with research on foreign languages and literatures, education theory and education management accounting for most of the papers, and only 5 papers on the specialty of pre-school education. Searching for "constructivist theory" "art", there are only 82 articles, whose research content mainly centers on the teaching of art classroom, in which the elementary school, junior and senior high school art classroom research is the majority of the research, higher vocational colleges and universities research is less, and for the actual practice of research is less, most of them are presentation of teaching design programs. Therefore, how to use constructivism theory to guide the teaching reform of the art course embedded in the paper-cutting craft

of preschool education majors in higher vocational colleges and universities is still a gap that needs to be studied urgently.



## **Chapter 3 Methodology of the Study**

### **3.1 Introduction**

This study utilizes the literature research method. It is a method in which the researcher collects, identifies, and organizes the literature on paper-cutting craft embedded in fine arts courses in higher education institutions and forms a scientific understanding of the facts derived from the study of paper-cutting craft embedded in fine arts courses in higher education institutions through the study of the literature. The literature method is an ancient, yet vital method of scientific research. The method is mainly used to understand the current status of research on paper-cutting craft embedded in fine arts courses in higher vocational colleges and universities, as well as the relevant research on constructivist theory. By reading various periodical literature, we collect, organize and analyze the information to provide theoretical basis and reference for this study.

This study firstly explores the deficiencies in the teaching of paper-cutting craft embedded in art course for preschool education majors in Quanzhou Light Industry Vocational College against the constructivist theory, and explores in depth the teaching effect of applying the constructivist theory in the teaching of paper-cutting craft embedded in art course, so as to provide references for the teaching reform of paper-cutting craft embedded in art course in Quanzhou Light Industry Vocational College.

### **3.2 Research process**

#### **3.2.1 Literature collection**

The author collects 169 pieces of related literature, including 20 master's theses and 149 periodicals, by downloading a large number of books from China Knowledge Network and borrowing them from the library; the library borrows 7 books, including 2 books related to project-based learning, 1 book about curriculum design of STEAM concept, 2 books about educational theory and 2 books about the concept of unified curriculum design.

#### **3.2.2 Literature Organization**

The author read the titles and abstracts of the collected literature to exclude the literature that is not related to the research topic. Then, the literature was categorized in four aspects: art curriculum teaching reform, traditional culture integration into teaching, introduction related to paper-cutting craft and constructivist theory.

Specifically, the following important literatures provided references for the teaching reform of paper-cutting craft embedded in the art course for preschool education majors in Quanzhou Light Industry Vocational College.

Firstly, Wang Qunying (2007) deeply analyzed the meaning of learning in the constructivist learning theory and the methods about learning, which provided the basis for discovering the deficiencies of paper-cutting craft embedded in the art course of preschool education majors, and carrying out the curricular reform of paper-cutting craft embedded in the art course.

Secondly, based on constructivist theory, Hu Qiongfang (2013) analyzed the necessity and use of introducing constructivist theory into curriculum teaching for the training of teacher education students. It provides a basis for the author to further explore the teaching effect of introducing constructivism theory into the reform of paper-cutting craft embedded in art courses for preschool education majors.

Thirdly, He Kexiang (1997) analyzed constructivism theory as the theoretical basis of traditional teaching innovation in "Constructivism - The Theoretical Basis for Innovating Traditional Teaching", which provides sufficient basis for teaching reform, and through a large number of case studies of teaching innovation, it provides a lot of references for the author to further explore the learning effect of paper-cutting craft embedded in the teaching of the fine arts course. The learning effect provides a lot of references.

### **3.2.3 Literature analysis and summary**

The author carefully reads and analyzes the collected literature to find out the theoretical knowledge associated with this study, as well as the value and significance to the study. By analyzing the constructivist learning theory and learning context, it lays the foundation for identifying the current situation and deficiencies of the paper-cutting craft embedded in the fine arts course of the preschool education major of Quanzhou Light Industry Vocational College; analyzing the constructivist learning environment and the learning mode and method, it provides a deeper discussion of the learning effect of applying constructivist theory in the teaching of paper-cutting craft embedded in the fine arts course. Identify the links and differences between the literature, develop a comprehensive understanding of the research area, and identify gaps and controversies in the research.

### **3.2.4 Writing a literature review**

The author wrote a literature review based on the analysis and summarization of the literature. It provides a basis for studying the comparison between the traditional teaching mode and the constructivist teaching mode in order to draw out the shortcomings of the teaching of paper-cutting craft embedded in the art course, as well

as to explore the teaching effect of applying constructivist theory in the teaching of paper-cutting craft embedded in the art course.

### **3.2.5 Conclusion through the analysis of the theory**

Finally, the author analyzes the relationship between constructivist theory and the teaching of paper-cutting craft embedded in fine arts courses through the in-depth study of constructivist theory, so as to point out the problems in the fine arts courses in contrast, and to address the problems and to argue for the learning effect in the teaching of paper-cutting craft embedded in fine arts courses.



## **Chapter 4 Finding and conclusion**

Reform of the curriculum needs to find appropriate teaching theories as support. This study explores the current situation of paper-cutting craft embedded in the art course of preschool education majors in depth by checking against the constructivist theory, analyzes the shortcomings of the course, and proposes the learning effect of applying constructivist theory in the teaching of paper-cutting craft embedded in the art course based on the actual problems of teaching. The study mainly draws the following conclusions:

### **4.1 Teaching Status of Paper-cutting Craft Embedded in Fine Arts Courses for Preschool Education Majors in Quanzhou Light Industry Vocational College**

#### **4.1.1 Insufficient interest in learning, lack of learning initiative**

At present, Quanzhou Light Industry Vocational College preschool education students generally lack of interest in learning, lack of learning initiative, the learning state is very passive, in the paper-cutting process embedded in the teaching of art courses, most teachers use the traditional teaching mode, the teacher gabbled on and on, occasionally to remind the students to pay attention to the question, and in the end most of them become the teacher to ask questions to answer themselves. Few students actively participate in the teaching process, either looking at their cell phones, doing homework in other subjects, or talking and sleeping. It is difficult to make students interested in the learning content and enter into the learning situation. At the same time, in art teaching, teachers often teach students with a one-sided and isolated viewpoint that has been copied from the materials. Over-emphasis on the characteristics of the art discipline, in the class a large number of art professional terms, terminology or direct application of the textbook chapter and sentence, the students thought that the vivid and interesting, easy and pleasant paper-cutting craft class, into a profound and difficult to understand the academic research class. There are also many teachers who cater to the interests of students, too much introduction of the historical background of paper-cutting works, festivals and customs, or too much digging into the ideological content of paper-cutting works, art class into a history class or political class. Unreasonable course content design, so that the art class to lose the characteristics of the discipline, ignoring the students'



original experience, resulting in the course did not attract students to explore the initiative. Teachers do not teach students how to "learn", let alone how to "learn" and develop good learning habits that integrate science and reality in the art program. Students are both the object of education, but also the main body of educational activities, the role of art education is based on the objective law of student learning, guiding students through active thinking and independent practice of paper-cutting craft, paper-cutting craft of the excellent results into the student's own wealth of knowledge of the arts, into their traditional aesthetic thinking and viewpoints, so that the students have a reasonable knowledge structure and methodology structure of the art program. It can be seen that mobilizing and improving the autonomy, mobility, creativity and other personal subjectivity of preschool education students is the goal of paper-cutting craft embedded in the teaching of art courses as well as the main educational theme of higher vocational education preschool education majors.

In contrast, the constructivist classroom emphasizes the students' subjective position, and teaching is the process of students constructing knowledge on their own, with the teacher playing only an auxiliary role (Zhang & Sun , 2006). In order to give full play to students' initiative in a constructivist learning environment, teachers need to create as authentic a situation as possible for students to apply what they have learned. It can be said that constructivist instructional design reflects the principle of learning-centered instructional design (Shen, 2009). The acquisition of individual knowledge is the result of the interaction between old and new experiences of individuals, and individual experience plays a very important role (Wang, 2007). The design of learning environments should be centered on creating supportive conditions to support learners in carrying out meaningful learning. It mainly includes the design of problem-based learning environments, the design of cooperative learning environments, and the design of authentic situations (Shen, 2009). The context in a constructivist learning environment must be able to promote learners' construction of meaning for what they learn, guide students to ask questions, discover problems, think about problems, solve problems, stimulate learning interest, and take the initiative in learning (Zhao, 2018).

In contrast, the art classroom in Quanzhou Light Industry Vocational College is teacher-oriented, and students can only passively accept and copy the situation in which the teacher teaches the content of paper-cutting craft. There is a lack of interactive communication and cooperative learning opportunities between student subjects, which cannot highlight students' subjectivity and initiative, greatly affecting students' interest in learning, and not conducive to the cultivation of students' ability to explore and problem-solving ability to learn, and it is difficult for students to experience the joy of interaction and share the joy of success. Classroom teaching is guided by a fixed curriculum outline, the teacher to develop the curriculum content, the teacher did not go to understand the student's experience background, to find the student's "zone of recent development" to create a situation to stimulate the interest of the students, guiding the students in the background of the existing experience based on the construction of new

knowledge of the paper-cutting process, the formation of active learning mentality of the students. Extremely unfavorable.

#### **4.1.2 Insufficient sense of cooperation and lack of exploration spirit**

At present, the art courses in Quanzhou Light Industry Vocational College emphasize too much on individual achievement, and cooperation is only reflected in the form of completing a piece of work together in a group, and there is even a situation in which the outstanding students do all the work in a group work and the other group members do not act at all. The classroom teaching time for each task is small, and there is not enough time and opportunity for students to discuss and explore as a team, ignoring the importance of teamwork and collaboration. Students are very concerned about their individual performance and achievement, and are not willing to cooperate with others, take the initiative to explore and solve problems, and they lack a sense of cooperation and the spirit of exploration.

In contrast, it is found that traditional teaching tends to regard learning as an individual matter, ignoring the social interactivity of learning, in fact, the behaviors of cooperation and communication, sharing learning resources and so on carried out between learning communities are of great significance to the construction of knowledge (Zhang, 2020). Cooperative teaching, on the other hand, is to realize the communication between teachers and students under the original education system, and to form a good learning atmosphere in the classroom through the learning mode of groups collaborating with each other and helping each other in the classroom (Zhou, 2010). According to constructivist theory, group discussion and negotiation are carried out on the basis of individual independent learning in order to further improve and deepen the meaning construction of the topic. The whole collaborative learning process is organized and guided by the teacher, and the questions for discussion are raised by the teacher (He, 1997).

Most of the art teachers in Quanzhou Light Industry College mainly give lectures and do not ask appropriate questions according to the students' "nearest development area", so that the students can obtain the construction of meaning in the process of group cooperation, and there is a lack of learning interaction and cooperative exploration atmosphere in the classroom. The students only care about the high or low individual performance, but neglect the cultivation of students' cooperative consciousness and exploration spirit in the process of collaboration. In addition, in the course of teaching, the themes of cooperative learning discussions arranged by teachers are scattered, and each discussion can only be a mere speck of water and a mere formality. During cooperative learning, students do not know how to interact effectively with others. They can't act according to the roles assigned to them, and students rush from one sentence to another. In the process of group cooperative learning, some study seriously, some joke and joke, and some take advantage of the opportunity to make small actions. Teachers press the gourd up ladybird, teachers busy sweaty classroom mess. Cooperative time is

not enough, restricting the cooperation of the in-depth development of cooperative learning began, students into the role of the teacher in a hurry to complete the process of the preset lesson plan in the students are not yet finished when the termination of cooperation. Cooperative time is not enough to limit the depth of cooperative learning, so that cooperation has become "in the look not useful" of the show. Although some teachers have designed cooperative learning forms, they don't even understand what problems are to be solved and what purposes are to be achieved through cooperative learning. Students also do not understand why cooperative learning, the teacher led by the nose, cooperative learning process, students have nothing to talk about, and even take the opportunity to chat about the phenomenon of gossip, did not inspire students to communicate, the desire to explore.

### **4.1.3 Insufficient effective communication and lack of in-depth thinking**

In addition, constructivism believes that the real interactive activities between teaching subjects play a key role in the understanding of learning content and the construction of knowledge meaning (Wang, 2007).

At present, paper-cutting craft is embedded in the teaching of art courses. When learning paper-cutting craft courses, due to the influence of many factors such as different personal experience, hobbies, and cultural background, individuals tend to have different aesthetics, and their appreciation of paper-cutting varies from one department to another. Our classroom is guided by a fixed syllabus, the teacher did not go to understand the student's experience background, to find the student's "zone of recent development" to create a situation to stimulate the interest of the students, to guide the students in the background of the existing experience based on the construction of new knowledge of paper-cutting technology, the formation of active learning mentality of the students. It is extremely unfavorable for students to form an active learning mindset. Teachers do not have a deeper understanding of the students and are not very accurate in grasping the basic situation of students' learning. There is a lack of focus and a certain gradient in the practice of paper-cutting craft. There is no guarantee of proper time and quantity of paper-cutting practice. Students do not have a good grasp of the basic issues. Although the teaching of art courses guided by a fixed syllabus with teacher-developed content saves teaching time and is suitable for teachers to teach theory in a planned and organized way according to the requirements of the syllabus, many teaching methods with modern concepts are difficult to implement, which affects the overall effectiveness of teaching and learning. Many teachers try to organize all kinds of communication activities in the teaching of art courses, but it is often contrary to their wishes, or lively but meaningless, or deviate from the teaching track, and can not get the expected purpose. As far as teachers are concerned, due to the content of the art course, teachers often treat students as objects and indoctrinate them, ignoring their subjective position and depriving them of the right to communicate with each other. In addition, the teaching of art courses is limited by the number of students and time, which leads to a dilemma in

the choice of communication methods in the course. If the one-to-one communication method is utilized, the teacher can only communicate effectively with some students in each class. Moreover, paper-cutting craft is embedded in the art course with a certain degree of difficulty, so if students are given the opportunity to speak one by one, it will take up more time due to communication and may not be able to complete the teaching progress. Thus, it is judged that there is not enough interactive discussion and communication between teachers and students in the art course, and the timeliness of teaching is greatly affected, which cannot be recognized by most students. These objective reasons lead to the lack of effective communication between teachers and students in the classroom, and the lack of opportunities for in-depth thinking between teaching and learning. The depth of teaching and learning effect of paper-cutting craft embedded in the fine arts curriculum is poor.



#### **4.1.4 Insufficient depth of knowledge understanding, lack of self-knowledge and self-reflection**

At present, the main evaluation method in the teaching of paper-cutting craft embedded in the art course for preschool education majors in Quanzhou Light Industry Vocational College is the teacher's scoring of students' paper-cutting works. Generally, after the study of the paper-cutting craft course is completed, the teacher sets the theme of the work, the students make and submit the work, and the teacher of the course scores the work. Neglecting students' individual differences and basic differences, students only receive the teacher's evaluation of themselves and cannot independently guide and reflect on their own learning effects. In many students can not timely and effective self-knowledge, the concept of self-evaluation is not enough to recognize, in the independent learning, it is difficult to self-assessment and evaluation according to the learning situation, just passive to complete the learning task, can not actively carry out self-assessment and evaluation, and according to the results of the assessment to adjust their own learning program, which affects the effect of students' independent learning.

In contrast, it is found that constructivist learning is an extremely open learning process, following the principle of diversification of evaluation subjects (Shen, 2009). Constructivist theory of teaching methods, although the form is different, but has its commonality, such as in the evaluation of learning effects, the learning process is the process of problem solving, that is, by the process can be directly reflected in the learning effect of students. Therefore, the evaluation of the teaching effect should not only be independent of the teaching process of the specialized test, but to pay more attention to the learning process in the learning process of students' ability to learn independently; the contribution of collaborative learning in small groups, whether to complete the construction of the meaning of the knowledge gained and other aspects of the performance (He, 1997). Our current evaluation methods have great drawbacks, such as teachers only care about the final results of students' learning, which are reflected in quantitative data, while the achievements and individual differences in the process of students' learning of paper-cutting craft are not well reflected. There is no comprehensive evaluation of students' learning, and it is easy to form a stereotyped thinking that difficult works always score high. In addition, this evaluation is only the teacher's unilateral evaluation of students, students do not recognize and evaluate their own or other students' learning level, and cannot independently guide and reflect on their own learning of paper-cutting craft. The students of the preschool education majors in higher vocational colleges and universities have different levels when they enter the school, and their starting points are not the same, so using the same examination standard and a generalized score to measure the students' learning of paper-cutting course will, on the one hand, dampen the enthusiasm of the majority of the students who have a poor foundation in fine arts and are not deep enough to learn, and on the other hand, it cannot comprehensively reflect on the status of each student's learning of the art of paper-cutting and the progress or development of each aspect, so as to make a good representation of the situation of paper-cutting craft. On the other hand, it can not fully reflect the situation

of each student's learning of paper-cutting craft and the progress or development in various aspects, thus causing students to speculate or be blind.

## **4.2 Learning effects of applying constructivist theory in the teaching process of paper-cutting craft embedded in the art course.**

### **4.2.1 Creating a good learning situation to stimulate students' interest and motivation in learning**

Contextual teaching is a teaching method that utilizes concrete and vivid scenes to stimulate students' active interest in learning and improve learning efficiency (Gu, 1998). The constructivist teaching theory of learning and teaching view advocates and focuses on teaching in actual contexts. Creating context means that teachers consciously use environment, emotion, art and other factors to mobilize students' unconscious mental activities in order to coordinate conscious mental activities and maximize human physiological and psychological potential (Hu, 2013). Secondly, learning is always connected with a certain social and cultural background, i.e., "context", and learning in a real context enables learners to use their own original cognitive structure to assimilate and index the new knowledge they have learned, so as to give the new knowledge a certain meaning (Shen, 2009). In addition, we are teaching "adults" who have independent thinking ability and autonomy, who have acquired a lot of experience in the past learning, and the next learning is a kind of learning and use of competence, and self-expansion on the basis of understanding and learning of existing knowledge. Therefore, students must actively participate in the whole learning process (Hu, 2013).

Constructivist learning theory emphasizes that the creation of context in teaching paper-cutting craft embedded in art courses should provide the vividness, richness, and authenticity that actual contexts have. In the teaching process of paper-cutting craft embedded in the art course students want to really obtain knowledge, in the cultural connotation of paper-cutting works and the creation of the context, the use of the necessary learning resources through the consultation with other people, communication, cooperation and my own way of meaning construction to obtain. Therefore it can fully mobilize students' learning subjective initiative. The so-called independent learning in art education is that teachers plan to let students consciously master their own development process, and realize efficient self-development through proactive self-design, independent attempts, independent perception, independent summarization, independent feedback, independent improvement and other practical activities, the independent role of the students is reflected in the teaching process at all times, while the role of the teacher is mainly manifested in the guiding interest, guidance, guidance, guidance, guidance and control, The role of students' autonomy is reflected throughout the teaching process, while the role of teachers is mainly manifested in guiding interest, orientation, method, control and thinking. Finally, we strive to achieve the unity of process and result (Shen, 2009).

According to the "scaffolding teaching method", the "zone of nearest development" is used as the space for teachers to intervene and provide support for students' learning, so as to promote students' active and effective learning. Scaffolding is a visualization of the conceptual framework used in the construction industry, in essence, it is the use of the conceptual framework as a ladder in the learning process. The concepts in such a framework are needed to develop further understanding of the problem, i.e., the framework should be built in accordance with the nearest developmental zone of the student's intellect, so that the supportive role (or "scaffolding") of the scaffolding can guide the student from the current level to the potential level. A "question" scaffold becomes a "suggestion" scaffold when the questioning statement of the question scaffold is changed to a statement. Compared to the question scaffold . Suggestion scaffolding is less systematic and less logical overall. But it is more straightforward, often pointing out the key to the problem. For example, before learning paper-cutting craft embedded in the art curriculum, students have already studied painting, accumulated some creative experience, and are able to skillfully apply decorative shapes to various compositions. Therefore, in the teaching of paper-cutting craft embedded in art courses, teachers can guide students to incorporate more painting materials into paper-cutting creation, such as cartoon shapes, life scenes, fashion elements, etc., which are of interest to students and can enhance their interest in learning, and give play to their subjective initiative in creation, and the easy and free way of expression can make the students gain a sense of enjoyment in the art classroom.

Combining the craft of paper-cutting with the context in the student's future position as an early childhood teacher will be more favorable for teaching, and the student will feel more intimate. There are similarities between the expression of traditional paper-cutting art and the free expression of early childhood art. By appreciating and comparing the art, students will enhance their appreciation and learn how to appreciate the works of young children and how to enter into the inner world of young children. In addition, teachers can group students and provide each group with a specific theme, or ask the kindergarten director to assign tasks for students. For example, design a set of paper-cutting decorations for the kindergarten according to festivals; apply paper-cutting works to the kindergarten environment creation, either hanging or pasting, reflecting the sense of decorative series; design a paper-cutting game for young children, and set up the corresponding environment, and so on. Each group of students completes a series of works according to these tasks, and actually applies them to the teaching of young children, and then takes photos or records the use of young children. In the process of completing the tasks, the students not only gain a sense of achievement and a strong interest in learning, but also summarize their experiences, discover problems, and increase their initiative in learning.

According to the theory of "anchor teaching" in the theory of constructivism, the best way for students to complete the construction of meaning is to let the learners go to the real world to feel and experience the real environment, using real examples or problems as "anchors". In the design of teaching links embedded in the art course, the

author can divide them into phases according to the time arrangement of embedded teaching and give full play to students' initiative in each link. First, teachers and students review the pre-course learning task list together, and through discussion and exchange, students share the results of pre-course independent learning. Teachers understand the students' pre-course learning and sort out the difficult problems encountered by the students. Then the teacher can let students show the excellent paper-cutting works collected before class, share the thematic connotations of the works they have independently realized, and the teacher also provides the information he has collected to broaden students' horizons and enhance their appreciation of beauty. The teacher briefly summarizes some of the theoretical knowledge that students have learned before class and strengthens the guidance on difficult issues. Then, students enter the discussion and learning stage, using cell phones, computers and other equipment for material accumulation, problem solving, self-trying and independent design, in the process of design and production, experience the fun of practice, the teacher circuit guidance, according to the situation of each group to talk individually, and then the students to self-improvement. Finally, the students' modified works are displayed once again, and each group introduces the design concept and creation process. This session allows students to learn from each other, summarize themselves, and make objective evaluations of other students' work. In the process of independent exploration and positive experience, students give full play to their subjective initiative and enhance their creativity and hands-on ability.

#### **4.2.2 Cooperative learning to improve students' sense of cooperation, exploration and problem-solving ability in learning**

Constructivism advocates cooperative learning, which believes that knowledge is constructed by social negotiation, and that a learning community is formed in a certain learning environment, and members of this group can find out whether their understanding is compatible with others' viewpoints. Along with the discovery of different perspectives of others, there are sparks that emerge because of communication (Wu, 2012). In this kind of continuous self-regulated learning, deeper exploration of issues can be aroused.

Due to the specificity of pre-existing experience and cultural background, students will have different understandings of things. Cooperative learning enables students to see different sides of an issue and reflect on and criticize their own and others' perspectives, so as to construct new and deeper understandings, and at the same time enhances students' teamwork, sense of democracy, and sense of cooperation. According to Tingyani (2023), cooperative learning refers to mutual supportive learning in a group or team with a clear division of responsibilities in order to accomplish a common task. Group members share goals and resources, communicate directly, increase the amount of information exchange among students; expand the depth and breadth of students' thinking: rely on each other and cooperate, not only to promote the learning of



knowledge and skills, but also conducive to the cultivation of unity and mutual collaboration spirit.

Cooperative teaching, in the original education system, to realize the communication between teachers and students, in the classroom through the group collaboration, help each other's learning mode, in the classroom to form a good learning atmosphere (Zhou, 2010). When students are in the same environment with each other, they can feel the expression of others while thinking on their own, and students can use the collective power and wisdom among themselves to face the difficulties of learning together, to improve their insight and analysis, and to enhance the overall learning effect in sharing and learning. Cooperative learning is suitable for the characteristics of art subjects. The paper-cutting craft embedded in the art course of preschool education majors is very suitable for learner participation, and it is very inefficient to impart knowledge unilaterally through teachers. Cooperative learning provides a learning environment for students and teachers to communicate on an equal footing, helps students form a correct learning attitude and stimulates students' interest in learning art.

For example, in the teaching of paper-cutting craft embedded in the art curriculum, teachers can group students, the free exchange of group environment, collective evaluation and many other advantages, can effectively alleviate students' anxiety and reduce students' learning pressure. Teachers, through purposeful guidance, make group members actively participate in the discussion, cooperative learning, in-depth inquiry, active acquisition of knowledge, and in the process of inquiry to complement their strengths, thus significantly improving their art literacy. When teachers assign tasks, group learning can reflect the advantages, such as teachers implementing paper-cutting craft embedded in the teaching of art courses, can put forward different requirements for each group, students accept the task, design patterns with a sense of series, to ensure the quantity and quality of the work, which can not be accomplished by an individual in a short period of time, in the student-student interactions, the students, through teamwork, and gradually develop skills in communication, understanding, and cooperation, the formation of correct values and positive attitudes. Each group will present their work, share and exchange their experiences, develop students' courage to express their views, and enhance their self-confidence and language skills. In the process, the confusion of other groups may be solved. Therefore, group learning is a way to adapt to the teaching of paper-cutting arts and crafts course, is an effective way to carry out cooperative learning and inquiry learning, and can create the role of the democratic atmosphere of the main body of student learning. This method is not only applicable to the teaching of paper-cutting, but also effective for the learning of other more complex traditional arts (Zhu, 2020).

### **4.2.3 Communication and Dialogue to Improve Students' Language Expression Skills and Deep Thinking about Knowledge**

Learning is not simply about mastering knowledge and skills, but more importantly about how to apply the knowledge learned to real life and discover its deeper meaning and value through in-depth thinking. Communication and dialog in the teaching process encourage students to improve their language skills and in-depth understanding of knowledge. Deep thinking about knowledge represents a learning style of in-depth exploration, thinking and discovery, which requires us to analyze what we have learned in depth and discover the rules and mysteries. It is a character that students possess in the learning process that promotes deep thinking. In the teaching process, teachers need to cut into the meaning construction of traditional paper-cutting craft, enhance the communication and dialog between teachers and students, and improve students' language expression ability and in-depth thinking about knowledge. Due to the complexity of things and the multi-faceted nature of the problem, it is difficult to achieve a comprehensive understanding and mastery of the intrinsic nature of things and the interconnections between things, i.e., to truly achieve a comprehensive and profound meaning construction of the knowledge learned. Often from different perspectives can lead to different understandings. In order to overcome the shortcomings in this regard, in teaching, we must pay attention to the same teaching content, to be at different times, in different contexts, for different teaching purposes, with different ways to be presented, that is, the so-called "random access to teaching" (He, 1997). Learners will be able to achieve a more comprehensive and in-depth mastery of the knowledge content by "entering" the same content several times. Each entry has a different learning purpose and a different problem focus. Therefore, the result of multiple entries is not only a simple repetition and consolidation of the same knowledge content, but also a leap in the learner's understanding and awareness of the whole picture (Shen, 2009).

#### **4.2.4 The whole process of meaning construction, scientific evaluation, promoting students' self-knowledge and reflection, and building self-confidence**

In the constructivist teaching methods, there is an important link of course evaluation, the correct evaluation method can test the completion of students to complete the completion of the construction of meaning of the knowledge they have learned, to promote self-improvement of students and improve the quality of learning. The significance of constructivist course evaluation is reflected in the fact that evaluation is used as a motivational mechanism to promote reflection and transformation of teachers and students, and not as a boundary ruler to measure the learning outcomes of students, and to control and determine the results of students' performance through the results of the evaluation. Constructivist view of curriculum: emphasizes the process and contextual nature of curriculum evaluation, the degree of learner participation and cooperation. It is pointed out that the evaluation of the curriculum should permeate the steps of the whole curriculum implementation, with multiple criteria, fully considering the context of the implementation of the curriculum, and integrating the evaluation of students and teachers with the evaluation of society and parents (Wu, 2012). The evaluation concept of the art curriculum, specifically, is to improve teacher teaching and

promote students' active construction of knowledge. Traditional teaching overemphasizes the screening and selection function of evaluation. Improvement and motivation functions are neglected. Excessive attention to the evaluation of students' performance, ignoring the relationship between the overall development of students and individual differences, too much attention to the evaluation of learning results, ignoring the evaluation of the process of acquiring knowledge, too much bias in favor of individual students, ignoring the mobilization of the enthusiasm of all students. This seriously restricts the promotion of quality education and the formation of students' innovative spirit, affecting the healthy development of students, which is a kind of identification and screening based on the curriculum objectives.

According to the "random entry teaching", in order to let students have a deeper understanding of the factions of paper-cutting crafts in order to let them have a deeper knowledge and understanding of paper-cutting crafts in the teaching of paper-cutting crafts embedded in the art curriculum, a random entry teaching mode is adopted to let students enter from different perspectives. Firstly, students are allowed to collect information and carry out research around the factions of paper-cutting craft by the group in the way of independent learning, and finally exchange and display, so that students can have a preliminary knowledge and understanding of paper-cutting craft. Secondly, in order to promote students' further understanding of paper-cutting craft factions, it can also be introduced to Zhangpu paper-cutting, the local representative of the southern school of paper-cutting in the southern region of Fujian, where the school is located, to analyze the styles, craftsmanship, themes and folk customs of Zhangpu paper-cutting crafts, respectively, and to summarize the characteristics of the southern school of paper-cutting, so as to accumulate more experience for the students in the creation of paper-cutting patterns, and to help the students to construct their meanings.

Wang Qunying (2007) believes that in the evaluation of art teaching, it is necessary to apply flexible strategies and design correct and diversified evaluation methods. Diversification of evaluation criteria is reflected in students' ability to solve problems, communicate ideas and learn independently, rather than how many knowledge entries have been memorized; the key lies in whether students' non-intellectual factors have been effectively mobilized and students' interest in learning has been truly cultivated. The diversified evaluation of art teaching is quite difficult in the operation process. Simple quantification not only fails to make accurate judgments, but also stifles students' rich imagination, making it difficult to achieve the expected teaching effect. Teachers should take the performance of the learning process, the content of sharing and displaying, the effect of students' works, the role played in the group and other aspects as the evaluation content. Teacher's evaluation of students, student's evaluation of students, student's self-evaluation and other multiple opposite evaluation results to synthesize the score.

Through the paper-cutting craft art education, meaning construction is carried out throughout, so that each student can obtain different development in their different

potential wisdom. Therefore, in the evaluation of the teaching of paper-cutting craft embedded in the art program, we should focus on the process rather than the results. Because everyone's life experience, knowledge reserves and so on are different. So everyone's evaluation of art works will be different. In addition, these students, after all, are still in the learning stage, with limited knowledge and lack of social practice. Life experience is not rich, the lack of information at hand and other constraints, if we pay too much attention to the correctness of the results of the exploration, it will certainly constrain the development of students' original thinking. It can be said that students after the original thinking, the arguments have its flash point, even if there are obvious errors in the conclusion, I think it should be encouraged, and even affirmed, because these students have gone through the process of inquiry after all.

In conclusion, using the learning model of constructivist theory to help students construct meaning and adopting democratic and diversified evaluation methods can help students find a sense of achievement in the learning process, and in the process of evaluation, complement their strengths and weaknesses, self-improvement, and achieve a better quality of learning.

### **4.3 Conclusion**

Constructivist theory is a concentrated manifestation of modern educational theory, reflecting the requirements of the times for education, and it has very important guiding significance for the reform and development of art curriculum and teaching.

Based on the correct understanding of constructivism theory, this study starts from the combination of constructivism theory and the teaching of paper-cutting craft embedded in fine arts courses - constructivism learning theory, learning environment and learning methods, and studies the current situation of paper-cutting craft embedded in fine arts courses of preschool education majors, and finds that the preschool education majors' paper-cutting craft embedded in fine arts courses still use traditional teaching methods, and students' subjectivity is not enough. It is found that the traditional teaching method is still used in the course, the students' subjectivity is not enough, the development of teaching content does not have in-depth understanding of the students' experience, the interactivity is poor, the students' interest in class is insufficient, and the teaching effect cannot be achieved well. The introduction of constructivism theory into the teaching of preschool education majors paper-cutting craft embedded in the art course can enhance the teaching effect, stimulate the students' learning interest and subjective initiative, and enhance the students' exploratory ability and problem-solving ability. It enhances students' self-confidence and teamwork ability, promotes students' self-improvement, and thus improves the learning effect. It has reference value for universities to carry out teaching reform reform. As a teacher training professional students, how the teacher teaches now, how the students learn; how the students learn in the future, how he teaches. Therefore, the art education of preschool education majors is particularly important, and the quality of the future students of early childhood teachers is closely related to the quality of work, and at the same time, in the process of early

childhood education, the traditional paper-cutting culture can also be better inherited. In conclusion, constructivism theory, as a recognized teaching theory at home and abroad, has a positive role in promoting the embedding of paper-cutting craft in the art curriculum. This teaching model can also provide valuable theoretical and practical guidance for other folk crafts embedded in art courses.



## **Chapter 5 Recommendations**

### **5.1 Application Prospects**

The results of this research can be widely applied to educational institutions, educators and other organizations and individuals in the future to provide references for optimizing curriculum content, designing and implementing relevant teaching strategies, and promoting curriculum reform in vocational education, in order to comprehensively improve the quality of teaching and cultivate high-quality technical and skilled talents with patriotic sentiments. At the same time, it also provides the basis and experience for preschool education majors to use constructivist theory to carry out early childhood education activities in their future positions as kindergarten teachers, and promotes the inheritance and development of traditional Chinese culture.

### **5.2 Research recommendations**

#### **5.2.1 Introduction of modern technology to discover more teaching possibilities**

The development of constructivist learning theory further matured after the 1990s with the rapid development of multimedia computers and network communication technology. Therefore, it is easier to integrate with modern science and technology, such as the very familiar 3D image technology, VR technology, 3D printing technology, human-computer interaction, as well as the popular generative AI, if it can be combined with the project-based learning curriculum, it can be applied to the learning of art courses, so that students feel the charm of art as if they were there; or used in art creation to discover the infinite possibilities of students.

#### **5.2.2 Strengthening the connection of disciplines and mutual promotion of each discipline**

In the teaching model of constructivist theory, the boundaries between disciplines are becoming weaker and weaker, and the creation of learning contexts is a learning method of solving problems by integrating the knowledge and skills of multiple disciplinary fields on the basis of students' existing experiences. In future learning, it is necessary to strengthen students' ability to solve problems by comprehensively applying knowledge from various disciplines, so as to facilitate students' better integration into a diversified and changing world.

#### **5.2.3 Emphasize traditional culture and establish firm cultural confidence**

The role that culture plays in the development of a country and the unity of its people is self-evident. In the face of the influx of foreign cultures, we can certainly learn from them, but at the same time, we must also be vigilant about cultural security to ensure that our traditional culture is not diluted or forgotten. Only when we Chinese are

truly confident in our own culture can we be fearless of the impact of foreign cultures in the context of globalization. Therefore, it is crucial to embed the cultivation of students' traditional culture in the process of higher vocational education, which not only enhances their cultural confidence, but also enables them to understand their roots and identity, know where they come from, and have a clearer understanding of their future direction!



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