

Application and influence of children's painting psychotherapy on early childhood education

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Abstract: This paper deeply discusses the application and far-reaching influence of children's painting psychotherapy in preschool education. Through combing relevant theories, analyzing practical cases and studying the characteristics of children's psychological development, this paper reveals that children's painting psychotherapy, as a non-verbal communication and treatment method, has unique value in helping children express their emotions, solving psychological conflicts and promoting cognitive and social emotional development. Early childhood is a critical period of individual psychological development, and the experience of this stage has a far-reaching impact on his mental health and development throughout his life. However, due to the limited language expression ability of children, traditional psychotherapy methods are often difficult to achieve ideal results in children. As an innovative therapy, children's painting psychotherapy provides new ways and possibilities for children's mental health education. The purpose of this paper is to explore the application and effect of children's painting psychotherapy in early childhood education, analyze its positive influence on children's psychological development, and provide theoretical support and practical guidance for early childhood educators.

Key words: Children's painting psychotherapy, Early childhood education.

1. The theoretical basis of children's painting psychotherapy.

1.1 Freud's psychoanalytic theory

Freud believed that the subconscious is an important part of human psychological activities, and dreams, artistic creation, etc. can all be used as ways to express the subconscious. Children's painting can be regarded as a kind of subconscious projection. By analyzing the image, color, composition and other elements in children's painting, we can reveal their inner feelings, desires and conflicts.

1.2 Jung's Analytical Psychology

Jung put forward the concepts of collective unconsciousness and prototype, and believed that the human mind has a common structure and model. Some symbols and themes in children's paintings may reflect the prototype in the collective unconscious. Through the interpretation of these elements, we can understand the psychological development stage and internal needs of children.

1.3 Piaget's cognitive development theory

Piaget believes that children's cognitive development is a process of gradual construction, which has gone through the stages of perceptual movement, pre-operation, concrete operation and formal operation. The development of children's painting is closely related to the cognitive development stage. By observing the forms and contents of children's painting, we can evaluate their cognitive level and provide a basis for educational intervention.

1.4 Vygotsky's social and cultural theory

Vygotsky emphasizes the important role of social and cultural environment in children's psychological development, and thinks that children learn and develop through interaction and communication with others. In children's painting psychotherapy, the interaction and communication between therapists and children can promote children's psychological growth. At the same time,

children's paintings can also be used as a social and cultural expression, reflecting their social environment and cultural background.

2. The characteristics and advantages of children's painting psychotherapy

2.1 The development stage of children's painting

- (1) Graffiti period (1 to 3 years old)
- (2) Named graffiti period (3 to 4 years old)
- (3) Symbolic graffiti period (4 to 6 years old)
- (4) Feeling realistic period (6 to 9 years old)

2.2 3-6 years old children's painting characteristics

Table 1. 3-6 years old children's painting characteristics

3 years old	<p>A. painting with a purpose</p> <p>B lines and circles can express and symbolize children's feelings.</p> <p>C, drawing dots and horizontal lines on the circle to form a head portrait.</p> <p>D. the emergence of anthropomorphic expression techniques</p>
4 years old	<p>A. draw by impression</p> <p>B. the process from head portrait to head portrait</p> <p>C. Impressive exaggeration</p> <p>D. List expressions</p>
5 years old	<p>A. be able to grasp the characteristics and image of things</p> <p>B. press the picture you are interested in</p> <p>C. Baseline appears</p>
6 years old	<p>A. The relationship between things is arranged neatly, and the baseline is firmly used.</p> <p>B. perspective painting</p> <p>C. Can draw patterns and ornamentation</p>

2.3 The advantages of children's painting psychotherapy

(1) Nonverbal expression

Children's language expression ability is not perfect, and painting provides them with a way to express their inner feelings and thoughts without relying on language. Through lines, colors and shapes, children can convey their feelings and experiences more intuitively.

(2) Stimulation of creativity and imagination

Painting allows children to exert their creativity and imagination freely, and is not bound by realistic rules and logic. This creative expression is helpful for children to break through thinking patterns and cultivate innovative thinking and problem-solving ability.

(3) Emotional catharsis and psychological adjustment

In the face of stress, anxiety and trauma, it is often difficult for children to express their emotions clearly in words. Painting provides them with a safe channel to release and vent negative emotions, so as to achieve the purpose of psychological adjustment and balance.

(4) Enhance self-awareness and self-expression

In the process of painting, children can explore their inner world more deeply and understand their preferences, fears and wishes. At the same time, by showing their paintings to others, children can better express themselves and enhance their self-confidence and interpersonal skills.

3. The application of children's painting psychotherapy in preschool education.

3.1 Individual painting therapy

(1) Free painting

Let children create freely in a free and relaxed atmosphere. Therapists can understand their inner state and problems by observing their painting process and works, and give them appropriate guidance and support.

(2) Theme painting

According to the specific situation and needs of children, set a specific theme, such as "my family" and "my dream", and guide children to express their understanding and feelings about the theme through painting. Therapists can deeply understand children's family relations, values and future expectations by analyzing their paintings.

3.2 Group painting therapy

(1) cooperative painting

Divide children into groups and work together to complete a painting. In the process of cooperation, children need to communicate, coordinate and cooperate with each other, which is helpful to cultivate their team spirit, interpersonal skills and problem-solving ability.

(2) Story painting

The therapist tells a story, and then lets the children draw according to the story. This way can stimulate children's imagination and creativity, but also help children understand and deal with the emotions and themes in the story.

3.3 Combination of painting and games

(1) Painting solitaire game

Children add content to an unfinished painting in turn to form a coherent story or scene. This way of playing can enhance children's sense of participation and interest, and at the same time, it can also promote the interaction and communication between children.

(2) role-playing and painting

Children first role-play, experience different roles and situations, and then express their feelings and experiences through painting. This way can help children better understand the feelings of others and cultivate empathy and social emotional ability.

4. The influence of the application of children's painting psychotherapy on early childhood education.

4.1 Promote children's emotional expression and emotional adjustment.

It is often difficult for children to accurately express their inner complex emotions and emotions in words. Painting provides them with a non-verbal expression, which enables them to present their inner emotions such as emotions, fears and anxieties through images. For example, a child who feels lonely in kindergarten may draw a picture of himself alone in the corner. By interpreting such paintings, teachers can better understand children's inner feelings and give them corresponding care

and support. At the same time, in the process of painting, children can release and vent negative emotions, play a certain role in emotional regulation, and help them maintain mental health.

4.2 Enhance children's self-awareness and self-confidence.

When children express their thoughts, wishes and experiences through painting, they can have a deeper understanding of their inner world, thus enhancing their self-awareness. Moreover, when their paintings are recognized and praised, they will have a sense of accomplishment and thus enhance their self-confidence. For example, a child finds that he can draw beautiful flowers, which will make him realize his ability in painting and have more confidence in himself.

4.3 Enhance children's creativity and imagination

Painting psychotherapy encourages children to play their imagination freely and is not bound by reality. This creative expression can stimulate children's creativity and imagination and cultivate their innovative thinking. For example, children may draw a house with peculiar functions or a flying animal to show their rich imagination.

4.4 Improve children's social skills and interpersonal relationships.

In group painting activities, children need to communicate, cooperate and share with their peers. This helps them learn to listen to others' opinions, express their own opinions, and learn to negotiate and compromise, thus improving their social skills and interpersonal skills. For example, when creating a large mural together, children need to work together and cooperate with each other, which can enhance their friendship and teamwork spirit.

4.5 Assisting children's cognitive development

Painting requires children to observe the things around them, understand the concepts of shape, color and space, and express them on paper through hand-eye coordination. This helps to improve their observation, attention and thinking ability. For example, when drawing an animal, children need to carefully observe the characteristics of the animal and think about how to express it with lines and colors, which is a beneficial exercise for their cognitive development.

4.6 Help find and solve children's psychological problems.

By analyzing children's paintings, educators can find potential psychological problems or troubles, such as family tension, school bullying's trauma and so on. Timely detection and appropriate intervention measures can help children overcome difficulties and grow up healthily. For example, a child who often paints violent scenes may be experiencing some kind of psychological trauma, and painting provides educators with clues to find problems.

5. The influence of children's painting psychotherapy on children's mental health.

5.1 Emotional Adjustment and Stress Coping

Painting can help children identify and express their emotions, thus learning to better adjust their emotions. For example, an angry child may release his inner anger by smearing it hard on paper, and then learn to express his emotions in a gentler way under the guidance of a therapist. In addition, in the face of the pressures and challenges in life, such as school adaptation and family changes, children can express their inner anxiety and anxiety through painting, thus alleviating psychological pressure.

5.2 The repair of psychological trauma

Painting psychotherapy can be an effective treatment for children who have experienced traumatic events, such as natural disasters and abuse. Through painting, children can re-examine and deal with traumatic experiences and express their inner fears and pains in a symbolic way. Therapists can help children understand and accept these emotions, and gradually realize the repair of trauma and psychological rehabilitation.

5.3 The establishment of self-identity and self-esteem

In the process of painting, children can find their own interests and specialties, thus establishing a positive cognition of themselves. When their paintings are recognized and appreciated by others, children's self-esteem and self-confidence will also be enhanced. At the same time, through continuous exploration and self-expression, children can gradually form a clear self-identity and understand who they are, what they like and what kind of person they want to be.

6. The influence of children's painting psychotherapy on children's cognitive development.

6.1 The cultivation of observation and attention

When painting, children need to carefully observe the surrounding things, such as shape, color, texture, etc., and show these observed details in the picture. This helps to cultivate children's observation and attention, so that they can perceive the world around them more keenly.

6.2 Development of thinking ability and creativity

Painting encourages children to break away from convention and express their thoughts and feelings in a unique way. In the process of creation, children need to think about how to compose a composition, how to use colors and how to express the shape of objects, which is helpful to cultivate their thinking ability and creativity.

6.3 Improvement of spatial cognition and hand-eye coordination ability

Painting involves understanding and grasping the space, such as the size ratio and position relationship of objects. At the same time, children need hand-eye coordination in painting, which helps to improve their spatial cognition and hand-eye coordination.

7. The influence of children's painting psychotherapy on children's social and emotional development

7.1 The improvement of interpersonal and communication skills

In group painting activities, children need to communicate and cooperate with their peers, share painting tools and materials, and jointly complete a work. Through these interactions, children can learn to listen to others' opinions, express their own ideas and respect others' views, thus improving their interpersonal and communication skills.

7.2 Cultivation of Empathy and Social Responsibility

When children express their concern and sympathy for others through painting, such as drawing pictures of blessings for children in poor areas, they can gradually cultivate empathy and social responsibility, and learn to care for others and society.

7.3 Formation of teamwork and cooperation spirit

In the cooperative painting project, children need to work together to achieve a goal. This helps to cultivate children's team cooperation and cooperation spirit, so that they understand that the strength of the team is greater than the strength of the individual.

As an innovative therapy, children's painting psychotherapy has a wide application prospect and important value in early childhood education. It can not only help children solve psychological problems, promote mental health development, but also play an active role in cognitive development and social emotional development. However, in the process of practical application, we also need to face a series of challenges and adopt effective coping strategies. In the future, we expect to further strengthen the research and practical exploration of children's painting psychotherapy, constantly improve the treatment methods and techniques, improve the treatment effect, and provide more powerful support and guarantee for the healthy growth and all-round development of children.

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