CSCanada
Higher Education of Social Science
Vol. 10, No. 6, 2016, pp. 45-46
DOI:10.3968/8569

ISSN 1927-0232 [Print]
ISSN 1927-0240 [Online]
www.cscanada.net
www.cscanada.org

Development of Creative Thinking in Elementary Color Teaching

FU Ren[a],*

[a]College of Elementary Education, China West Normal University, Nanchong, China.
*Corresponding author.

Received 30 April 2016; accepted 15 June 2016
Published online 26 June 2016

Abstract
Creative thinking is a groundbreaking activity of mind, which is able to explore a new region of understanding and achieve new product of understanding. Creative thinking, which is based on abilities of feeling, memorizing, thinking, association and comprehension, is an advanced mental activity that featured as comprehensive, exploratory and novelty. It requires hard brain work. Development of creative thinking is considered as the top training topic in elementary color teaching. According to physical and psychological characters of children and rule of color teaching, thoughts of low grade students are abstract and have no set pattern. It brings difficulty, confusing and opportunity to our color teaching. As long as we understand the role of physical and psychological characters of children and match color teaching to the rule of low grade children, elementary students will show more creative thinking and their thoughts will fly in a colorful land.

Key words: Creative thinking; Color teaching; Development

Fu, R. (2016). Development of Creative Thinking in Elementary Color Teaching. *Higher Education of Social Science*, *10*(6), 45-46. Available from: URL: http://www.cscanada.net/index.php/hess/article/view/8569
DOI: http://dx.doi.org/10.3968/8569

INTRODUCTION
Creative thinking is a groundbreaking activity of mind, which is able to explore a new region of understanding and achieve new product of understanding. Creative thinking, which is based on abilities of feeling, memorizing, thinking, association and comprehension, is an advanced mental activity that featured as comprehensive, exploratory and novelty. It requires hard brain work. A product of creative thinking is resulted from a long time of researching, hard study and even several times of failures. In addition, ability of creative thinking requires a long period of accumulation on knowledge and sharpening their qualities. In case of a process of creative thinking, several of thinking activity like reasoning, imaging, associating and instinct are necessary.

1. CREATIVE THINKING
It could be argued to separate thinking into imaginal thinking and abstract thinking. However, it is true that one will have experience and perceptual feeling once seeing a picture. The first impression of position, color, shape and even theme of objects in the picture is able to affect our feeling of thinking. However, we can lead the feeling to creative thinking. If the first impression of creative thinking includes all kinds of stimulating modes, all perceptual activities are detectable activities, there is a higher need for developing our vision and attitude. In respect of dimension of our thought, one should not treat it with a fixed opinion, neither to set a standard. Feeling is always controlled by the vision experience. Thus creative thinking is decided by the nature of properties that we experienced during feeling a certain figure, for example color, gradation and size of area. With these standards, it is hard to avoid subjectivity and error. Everyone has different feeling and understanding on color. It is related to personal background and experience. Different people have different understanding on color. Thus color teaching has some regular pattern but unique standard. In respect of teaching rules, color reactive thinking in fact is resulted from interaction between structures of color stimulators that existed in region of brain and intrinsic trend of feeling. There are two reasons to explain that color teaching is able to provide resonance

in some region, for example imagine region, of cerebral cortex. Firstly, modes of color work themselves contain one certain structure. In addition, organizational function of the brain will resonant with stimulation modes that received according to basic rules of organization and diverge, which results creative thinking. In creative thinking, our nervous system does not replicate main modes of color works. Instead, it awakes a force which has the same model of the structure of the force of the work. At this time, color feeling is in an excited state in participating. Creative thinking is processed by imagines. However, this imagines being formed selectively by consciousness. When thinker focuses on the most important part, or the most attractive part, of color work and ignores the rest of nonsignificant part, he will see a cloudy, abstract and even vague image, a contradictory image. The formation of it is a product of explanations and understanding on the nature of matter that made by mind. It is a blink on vision or hint of vision. It focuses on general color of subject of the function of force rather than outline or determination of details. It is useful for creative thinking since only after simplifying a specific vision object into a structure with basic character of the driving force one is able to resonate with mind activity. Thus even surface quality and outline of the matter are vague, creative thinking that they want to awake is able to be reflected. This creative thinking is able to reach a different level according to requirements.

The cultivation of creative thinking as the main training topic in elementary color teaching education. Grasp the rules of color teaching base on children's physiological and psychological characteristics. Younger students' thinking has divided into abstract thinking. Their imaginations are flourished and unrestrained. In their eyes, all colors are the manifestation of their own worlds, and there are no fixed patterns, which not only have brought difficulties into our color teaching, but also confusion and opportunities. As long as we grasp the psychological and physiological patterns of children and let color teaching fit into those patterns, then the younger students' creative thinking s in elementary education will be better reflected. Students' thinking can run wild in the color world. For example, in a first grade color teaching class, we could draw an apple red, green, black, purple, or even half red and half green. As for the shape of that apple, it could be a circle, an ellipse, or even a square. We want the younger students to feel and experience the great fascination of color, not to follow the rules of color. We need to establish a system to reflect color's appealingness among the younger students because children's color drawing can indicate certain conceptual trends, based on their feelings or some unconscious subjects, such as drawing a human being with a circle and a few lines, color is more often used as bright colors, human beings can be flying up and down in the sky, and even can be drawn as two separate parts. These are all a part of creative thinking which follows the younger students' psychological patterns. We should better lead those imaginations and creativity, not strangle it.

2. COLOR TEACHING

(a) Hello everybody! Before we start the class, I want to ask everyone a question. Let's see if everyone knows the answer. Does anyone know how many seasons are there in a year? That's right! There are four seasons: spring, summer, autumn and winter. So everyone knows the answer. Now let's listen to a song, whoever knows this song can sing with it. (Play *Where Is Spring*). Do you all know what song it was? Yes, it is called *Where Is Spring* Do you like spring? Why? Who can tell me why you like spring? Wonderful! After listening to you, I really want to see if spring is as beautiful as you all described. Shall we? (Show the teaching PowerPoint, with pictures). Who comes back when the spring is here? Correct, swallows. Just like you, swallows like the spring, too, so they fly back from the distant south. Let's see, what else are there in the spring? What is this? Who can tell me? Right, grass is sprouting. When the spring comes, grass secretly grows out of the ground. It's so tender and green. Wow, look how beautiful those flowers are! So bright! So colorful! So beautiful! Now you have seen many pictures, I want to show you two more. This time, you should look closely because I will ask questions later. Finished? Then who can tell me? Did he get it right? Let's take a look together. Correct! You are great! Did you all guess it right? Alright, now let's talk about the colors in the spring: Grass is green, flowers are red, purple, yellow and blue. You mention a lot of colors. Let's see if we can find those colors in spring? Now we've listened to the song and saw the pictures, let's all draw pictures, shall we?

(b) Before you start, you should think carefully about what colors are you going to use to show spring? Can you be creative?

(c) Commenting on the pictures. I think draw a picture about spring should be easy for you all. There's no difficulties in that, right? I thought so. While you were drawing, I had drawn a picture, as well. Now I want to compare those to see who did a better job. Who is willing to compare his/her drawing with mine? I see four of you! Let's give them a round of applause. Now tells me which is your favorite part in these pictures.

Overall, color teaching in elementary education should reflect creative thinking more, not strangle children's imagination and creativity.

REFERENCES

Akira, T. (2002). *Creative thinking* (W. Tong, Trans.). Beijing: China Youth Press.

Rudolf, A. (1998). *Art and visual perception: A psychology of the creative eye* (J. Y. Zu, Trans.). Chengdou, China. Sichuan People's Publishing House.