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Abstract

Children's paintings can clearly show children's aesthetic tendencies and technical creative ability. Children's painting perception and fine arts teachers' guidance have played a decisive role in children's painting achievements in the process of children's painting creation. The basis for children to learn painting is to learn to combine lines, graphics, space, and color into a complete painting in accordance with certain rules. In painting work, the control ability of painting learners to lines, graphics, space, and color represents the painting ability of painting learners. Children's technical ability to paint and children's creativity determine the visual effects of their paintings. Children's painting technical ability is related to children's understanding of painting knowledge and children's daily painting practice. In the process of children's painting teaching, using appropriate teaching methods to guide children effectively is the key to improve children's painting level. The creativity of children determines the quality of their paintings. Therefore, improving children's practical creative level is a very important part of painting education. Children need to learn painting through the painting knowledge and materials knowledge provided by fine arts teachers combined with teachers' explanations. Children's practical creative abilities can be shown in their paintings. For primary school students in China, their practice of painting is achieved through school fine arts courses. This study takes Chinese children as the research object. This study also provides Chinese primary school students with support for painting learning by different research contents. This study will be divided into three parts to test the impact of children's technical expressiveness on painting learning. The subjects of these three parts were children aged 7-13. The first part of the test mainly uses the questionnaire survey to test the children's painting learning. The questionnaire was used to study the relationship between the development of children's painting cognition and the achievements of painting. At the same time, the relationship between children's creative behavior and family, school, and painting materials was verified through questionnaire tests. The second part mainly uses questionnaires to study children's learning motivation for painting. The third part of the test is the graphic test. This part mainly studies children's mastery of painting knowledge and skills by testing children's image recognition ability, object observation ability, and painting ability. In this part, the characteristics of children's painting ability at different ages are also summarized.

Keywords: children's painting learning; children's creative behavior; children's painting ability; children's painting education; practical creative behavior