



From Design to Appreciation and Value: An Exploration of Cultural Connotation Based on Art Education (Part 1)

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Abstract: The so-called research mainly includes the research of strategic issues and tactical issues at two levels: the former is what to study and where to study, the latter is how to study. In reality, people focus more on studying tactical problems than they do on solving immediate problems that are far more important. This paper attempts to provide necessary historical reference and realistic academic support for Chinese fine arts education by exploring the connotation and extension of fine arts. Moreover, it advocates the urgency and feasibility of constructing and implementing fine arts education, urges people to firmly establish the concept of sustainable development of fine arts education, and comprehensively understand the necessity of fine arts education from the academic level. Under the condition of the common recognition of Chinese people, this great strategic measure can be smoothly implemented and fruitful. In real sense to realize the sustainable development of quality education has important strategic significance.

[Xiao Chen. **From Design to Appreciation and Value: An Exploration of Cultural Connotation Based on Art Education (Part 1)**. *Nat Sci* 2022,20(12):89-92]. ISSN 1545-0740 (print); ISSN 2375-7167 (online). <http://www.sciencepub.net/nature>. 09. doi:[10.7537/marsnsj201222.09](https://doi.org/10.7537/marsnsj201222.09).

Keywords: Art education; Art Walk; Value orientation; Cultural connotation

1. Introduction

In the issue of art education, we have noticed that the interactive nature of human and cultural values has changed in modern times, which has greatly affected the development of art education. With the continuous development of the modern level of science and technology, cultural values are becoming more and more accessible and the way to be familiar with them is becoming easier and easier. At the same time, the nature of perception is also changing, so the forms and methods of artistic communication are used to solve these problems. After studying the definition of "fine arts education", we find that the concept can be divided into three categories: knowledge and skills in the field of art; Methods of artistic and creative activity; Framed art training. Considering the concept of art education comprehensively, the definition and structure of art education are compared. Art education plays an important role in overcoming many problems and contradictions in modern times. Art resources can be used more effectively to provide art education.

2. Category and scientific definition of art education

After scientific research on art education and analysis of relevant literature^[1-3], it is found that the definition of "art education" lacks a unified view^[4,5]. The purpose of this paper is to study the problem of art education and determine its further development.

In the early 20th century, art education was

understood as "the development of emotional and creative abilities", "the ability to consciously listen to, understand and create works of art, and the ability to participate in their creation", and "the cultivation of a wide range of artistic knowledge". Nowadays, the fundamental guiding point of "art education" lies in cultivating students' correct aesthetic perception and improving their ability to feel, appreciate and create beauty^[6].

An understanding of the definitive definition of the category "fine arts education" shows that its meaning is as follows:

- 1) Knowledge and skills in the field of art;
- 2) Methods of artistic and creative activity acquired in the course of general or professional education;
- 3) Framed art training.

Therefore, art education is first understood as training for the improvement of art skills, which enables a person to have a systematic understanding of the art world in order to carry out any type of activity. Secondly, art education can also be understood as the result of the learning process. In this context, fine arts education can be divided into general level and professional level. Fine arts education is understood as a set of educational and developmental institutions that can help individuals develop their moral character, aesthetic ability, creative consciousness, and promote physical and mental health. In these senses, we can discuss art education as a system. Therefore, it can be concluded that fine arts education is a multi-sectoral

structured organizational process of individual artistic and cultural development. Therefore, fine arts education, as well as education in general, is extremely complex and operates on different planes. Different levels of education can be distinguished through scientific analysis [7,8].

Scientists agree that fine arts education includes two related fields [9-11]:

- 1) The study of art history, which can give an in-depth understanding of the spiritual field;
- 2) It helps combine creativity with emotional experience.

To put it simply, only after satisfying the utilitarian needs of food, clothing, housing and transportation can people use their excess energy to engage in artistic activities. But when one has the opportunity to develop purely through art, then it is possible for human beings to achieve spiritual success. This shows that fine arts education can help a person perceive a diverse world and develop independently, that is, form a perceptual culture. Art perception is an artist's perceptual understanding of artistic aesthetics or artistic forms formed by the object of creation. After continuous perception of the object of creation, it rises to the pre-psychological motivation and creative tendency of the artist's creation. This point is mentioned in "Quotations of Painting" by Master Shi Tao, a genius of Qing Dynasty painting: "Receive and know, receive first and then know; Know and receive, but do not receive."

Art has great educational value, so art education is constantly developing. The method of art language is conducive to the development of a large amount of information, thus increasing its emotional composition [12]. L.N. Stolovich wrote of the similarities between art and education, so it is safe to say that if the two fields were combined, then an increase in human cultural activity would follow [13]. Thus, we believe that there are two ways of knowing the world: art and science. In their research, scientists have also proved that the scientific way of cognition includes understanding the content of the subject, so as to guide people to understand the world and its phenomena and development related laws. By the way art is perceived, we mean the perception or experience of its content, the result of which is one's emotional and valued attitude towards the world. Therefore, it is impossible to study the subject comprehensively in all its aspects only with the help of scientific forces. Therefore, it is necessary to use the imaginative thinking and ability formed in the process of mastering art to cultivate imaginative and intuitive (unscientific) ways to penetrate into the essence of things (emotions, feelings), because only through art can

the ineffable be conveyed. [14]

Based on the analysis of the process of college education of art majors, it can be considered that the premise of art education as the main content is to continue and develop the knowledge and skills of art, so as to meet the economic, spiritual and cultural needs of human society. It is a valuable part of students to improve their personality, form their basic artistic quality and ability, and promote their all-round development. It is also because art is the center of the education process. Art is a way for people to openly express their emotions, impressions of nature, experience and constantly engage in creative activities. The content, form, method and skill of education can only be improved on the basis of artistic value, so art is the foundation of fine arts education, because any artwork has unique value.

3. Composition and cultural connotation of fine arts education

Art education consists of method, purpose, content, form, means and so on. From the perspective of the traditional education system, education is closed, but each component has its own important function, and changes may interfere with the overall educational work. Therefore, the realization system of creative potential is quite complex, and art education should be regarded as an open social system. In this system, the effectiveness of development is determined by the degree of openness, and there is a continuous process of engagement with the outside world.

If we study fine arts education from the perspective of a quality process, it can be described as a long-term process that does not end. Fine arts education depends on the teaching process. In the 1980s and 1990s, A. Druzhinin created programs and methods for the development of fine arts pedagogy. Personality oriented pedagogy plays a special role in the development and education of personality. In its research, the Art Education Institute of the Russian Institute of Education has determined the common characteristics of art pedagogy, which are developing under the condition of modern education modernization. This conceptual, scientific and artistic art education method involves the study of the nature of art problems and the laws of art. At the same time, artistry is the basis of the object or phenomenon studied (cognitively), aiming to select the content and methodological basis.

Fine arts education can form a more complete physical and mental development of contemporary teenagers in society, culture and psychology than that of previous generations. Modern culture is

constantly updated and improved, advancing with The Times, these changes are expressed in new languages and forms of communication, reflecting the new means of cultural transmission, the use of computers and the Internet, closely related to the economy, society and culture of education is one of the components of society. Unlike solving the problems of living in virtual reality, the dissemination of mass culture is a thing of the past, and the modern world has used new interpretations of culture and art.

The importance of mastering the basic knowledge of human art and culture determines the necessity of learning art, helping to use the ability of life and culture, developing professional and personal level, and tracing the development of aesthetic and artistic personality in the colorful world of society. Changes in the education system are increasingly meeting modern requirements related to science and art, which is due to the increase of new communication technologies, the use of the Internet and computers, the changes in the globalization of the world's intelligence. As the methodological basis for formulating and implementing educational standards, it is clearly pointed out that higher education should be based on moral education and pay special attention to the development of people's creative personality, culture and spiritual tradition. Research and analysis of scientists such as B.P. Yusova, T.S. Koomarova, L.L. Alekseeva, E.M. Aleishina [15-17]. A reflection on the possibilities of fine arts education in overcoming the global problems and contradictions of our time, and a study of the most effective use of art and education processes.

Fine arts education can be considered in various aspects, which can represent a very complex system. It is regarded as an institutional phenomenon of society, a system of artistic knowledge and artistic creative work. Thus, the lack of a single definition of fine arts education is understandable if studies of it have different titles, but this phenomenon has been well studied.

The author regards art education itself as a historical change form in the process of development, education and cultivation. Fine arts education demonstrates the similarity of the views of different scientists. However, there is no single definition of the concept of "fine arts education". The whole system is a process of development and training of art education, so the essence of the system is clear from the perspective of functional approach. The component of the educational process in the human development process has been closely watched by scientists and researchers in fine arts education. Art education system is closely

related to the formation of artistic personality, so no matter how it changes, it is closely related to the formation of personality [18].

Other scientists [19-21] approach the problems we are considering in different ways, based on the activity approach, by choosing the type of artistic and creative activity. However, the practice shows that the active method of art education cannot solve how to let students participate in the curriculum activities to stimulate the development of individual art culture. At present, art courses are not compulsory or important. Parents and children have long believed that art classes are not important, do not release the nature of children, do not have a complete understanding of themselves, which is also due to the lack of regional development funds and the lack of attention to art education. In today's prevailing attitude towards art and culture, the corresponding school subject cycle inevitably becomes the background. The problem lies in the various ways in which the proposed research ideas describe the development of individual artistic cultures by dividing the fine arts education system into its components. In other words, the theory defines the means and structure of fine arts education, as well as the concepts of "means" (type of educational institution) and "structure" (defined by N.F. Ovchinnikova, "different levels"). The fine arts education system is designated as art and education. These differences show, on the one hand, that fine arts education is a diverse category; On the other hand, "human's diverse cognition of things limits its cognitive ability to certain practical and theoretical issues" [22-24].

4. Conclusion

Our mission is to identify and justify the benefits of art education to students. Since the issue of art education has been discussed repeatedly, it should be a part of science teaching knowledge. In order to promote students' learning in all aspects, the national values of the young generation towards social art and culture will be an important decision of the regional art education system, and necessary conditions must be created for the system.

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12/22/2022