



From Design to Appreciation and Value: An Exploration of Cultural Connotation Based on Art Education (Part 2)

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Abstract: Art education is a process in which intuition, feeling, association, imagination, expression, creation, design and other perceptual and rational thinking blend together. Art education can stimulate and strengthen people's creative impulse, and cultivate and develop people's aesthetic intuition and imagination. The initiative, the opposite sex, the self-creation, the intuitive acuity and the internal logic in the creation of art education all influence the cultivation of people's comprehensive quality imperceptibly. In the cultural system, fine art is a branch of the art class and also a means of cultural transmission. It is constantly developing with the change of social form, the deepening of human cognition, the progress of history and the development of culture. Subject foundation of art is to establish the fine arts education in the fine arts education of fine arts orientation, the status of the art is very outstanding, thus art culture in the spread and development, has become the main pursuit of the goal, "easy on the copulative", said: "is it XingErShangZhe call, XingErXiaZhe calling." In order to compare the internal relationship of art education, art itself is called "instrument", education effect is called "Tao", first recognize "instrument" after "Tao", from "Tao" to talk about "instrument" is blind, the realm is not high, not far; From the "instrument" said "the way" is mysterious, empty drift, lack of foundation. Therefore, art education should not be confined to the purpose of art itself, otherwise, the status of educational discipline will be questioned. The effect of art education is based on art. In other words, the goal can only be reached by means. Without concrete means, the goal can only become a fantasy.

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Introduction

Art has a long history. There have been art since the dawn of human beings, but the tools used in historical records dating back to the Stone Age have already formed the rudiments of plastic art. Art education has a long history, the term first appeared in Germany. The term "Art Education" has appeared since the 19th century. It is called Kunstlerische Erziehung in German and Art education in English. Art education is the product of social and historical development, and it develops with the development of social civilization. As one of the educational subjects, art education has gradually become an important part of the educational system in the development of modern education. There are both connections and differences between fine arts and fine arts education. Fine arts education is based on fine arts, and the development of fine arts promotes fine arts education. Driven by fine arts, fine arts education has been constantly optimized and perfected. The function of art education has become an important condition for the development of art talents. Art education, through the expression of painting language, acts on the society, beautifies the mind, opens the mind, promotes the development of human beings and social progress, and

then promotes the pace and inheritance of human civilization. Therefore, it is very necessary for us to have a better understanding of the history and general situation of fine arts and art education, and improve our cognition from the perspective of fine arts. With the continuous progress of human civilization, the connotation of the term "art education" is gradually enriched, and its extension is increasingly broad. People in different countries and different times have different understandings of the term "art education". As the birthplace of modern art education, Germany began to attach importance to the influence of art on people in the 19th century, and regarded art education as an applied discipline of cultural philosophy. Its purpose is to correct the negative effects of scientific rationalism on human beings, so as to improve personality, cultivate and improve people's aesthetic ability and aesthetic realm. From the very beginning, American art education has a strong color of pragmatism, mainly for the development of capitalist economy, and to cultivate workers with higher aesthetic ability and ability to read and draw. The Industrial drawing Act passed by Massachusetts in 1870 embodies this feature well. At the same time, art education in the United States also plays an important role in helping people choose daily

necessities and clothes from the perspective of beauty, beautify the environment, appreciate and evaluate various art works, and develop individual creativity. Art education, as an important part of the education system, is one of the important cultural and educational activities of human beings. It enables the continuation and improvement of art culture, the spread of social beauty consciousness, the expression of inner emotions, and the satisfaction of people's aesthetic needs. As an important educational category, in this mutual connection, The relationship between art education and human beings and their society has formed a two-way construction. In order to further establish the discipline status of fine arts education, accurately grasp its essence, and fully realize its value, we must first understand the meaning of fine arts education correctly. Fine arts education is the presentation of fine arts as a discipline in education. Two factors in the art education system -- "fine arts" and "education" affect the changes of the art system. Although art education is based on art as the axis and basis, it is basically a combination of art and education. Therefore, the meaning of art education can be reflected through the two aspects of art and education. At present, scholars agree that according to the different emphasis on "fine arts" and "education", fine arts education can be divided into fine arts education oriented and education-oriented fine arts education accordingly.

I. Focus on the orientation of fine arts education

1. The origin and development of fine arts

Art as one of the important behaviors of human culture, is also one of the earliest evidence of human activities. In practice, people communicate with each other, express ideas, convey wishes and feelings through the creation and application of art works, and record human historical activities with visual forms of art. Therefore, art also plays an indispensable role in the development of the entire human history. Art is the basic means for human to obtain visual beauty and dress up the environment. As an important category in the human cultural system, art was born in the communication between man and the natural world. It plays a huge role in the practice of adapting, conquering and transforming the world, and plays a great catalytic role in the enrichment, perfection and evolution of man himself. Before school came into being as an educational institution, education taught labor experience through the way of mentoring, and art modeling activities were an essential part of this kind of labor experience. So art education starts from the teaching of labor experience. For example, in the Stone Age, ancestors were already able to forge various crude stone tools, such as pointed tools, scrapers and chopping tools, which can be said to be the earliest modeling activities of human beings. Of course, artistic

modeling with aesthetic characteristics as the main feature has not been separated from it. Later, people began to pay attention to aesthetics while considering practicality, or to the aesthetic significance of modeling and other symbolic functions. Its aesthetic significance was already reflected in the relics of Xi'an Banpo culture. At that time, the stone hammering process had developed to grinding process, and a variety of smooth, sharp and exquisite fine stone tools appeared. Even more remarkable was the advent of pottery, which was both practical and aesthetic, a practical tool and a work of art. The art or art education in ancient times was never separated from the production labor in primitive times. Primitive people always used their keen sensibility and vivid imagination to express their mysterious ideas, rich emotions and aspirations for life in the form of aesthetic paintings in the activities of making tools, decorating life and religious ceremonies. Primitive art education is also a natural form, there is no corresponding teaching institutions and norms, teaching is mostly under the guidance of predecessors and those who can learn while practicing, so a wide range of sociality and life is a very important feature of primitive art education. Although primitive art education is at the primary level, its role cannot be underestimated. It directly promotes the change of art culture from crude to fine and from simple to complex. In the following process, fine arts education promoted the development of eastern and western fine arts represented by China. Another characteristic of primitive art education is that the teaching methods and means caused by direct purpose are not formalized. Modern social activities are more complex, which is reflected in the many intermediary links between the method and the ultimate goal. These links can be regarded as multiple methods or different former goals. In the pursuit of the ultimate goal, people must achieve a number of former goals according to a certain gradient. When these former goals are viewed as multiple methods, their importance will be highlighted. People linger and ponder in these different stages, so that the meaning of intermediary links becomes independent and endowed with the characteristics of mold or formalization. Only in this way can a learning system of studying a certain method be formed. In early human activities, the relationship between method and purpose is very simple and direct, and human activities tend to be directed towards the ultimate goal of consciousness. The same is true of primitive art education, which simply and explicitly teaches the skills of a certain art activity. In contrast, the ways and means of early art education are often not so important, so that they failed to develop into a relatively independent form. Compared with modern art education, primitive art education can only be a kind of recessive education. The fine arts education

focusing on "fine arts" is based on being a cultural phenomenon. The focus of fine arts is obviously on itself, that is, starting from the standard of fine arts, continuing and developing fine arts culture by means of education. From this point of view, art education is to spread art knowledge and skills in all aspects and promote the development of art culture by means of teaching means, which is in turn to serve the needs of art inheritance.

2. Different characteristics in the development of Chinese and Western art

Traditional Chinese painting is profound, experienced thousands of years of development and evolution, its formation is not a day of work, only from the discovery of silk painting in the warring States, has more than 2000 years of history, if the tracing of the original rock paintings found in the north of our country, it has nearly 5000 years of history. In this long development, Chinese painting has maintained its unique aesthetic characteristics and various brush and ink techniques. The inheritance and development of the past dynasties cannot be separated from the effect of education and teaching. Take western realistic painting for example, "realistic" is an important feature of Western painting, the formation and development of western realistic art system also depends on the vigorous development of art education. The role of education and teaching can be seen from the birth and development of the narrow perspective on the basis of realistic art (characterized by the focus perspective system). Narrow perspective came of age in the 14th century. Before that, broad perspective was widely used around the world, as early as 30,000 years ago in primitive cave paintings. The generalized perspective methods include oblique perspective, overlapping method, near large and far small method, close shrink method, air perspective and color perspective. In order to make painting better representation of objective objects, people carried out exploration and research on the basis of broad perspective, and finally established the linear perspective law in the Renaissance period, which made Western realistic painting a big step toward the scientific process. In the long development of painting perspective science, it is difficult to move forward without education.

3. Art professional training and universal education

Art is a diversified teaching category and content, the content of modern art education is increasingly differentiated, and the local field of art culture is more detailed and in-depth research. These fields include painting, craft, architecture, sculpture, design, clothing, ceramics, etc., and each can be differentiated in detail. The establishment of

specialized colleges and departments also contributes to the cultivation of high-quality professionals. In addition, as an important part of art culture, art methodology, art history, art criticism and other knowledge systems can also be disseminated to students through certain educational institutions. This kind of concentrated time and energy to study and research environment is more conducive to the in-depth development of art. In terms of the diversification of teaching methods and means, modern art education can mobilize a variety of teaching means to stimulate people's visual senses and thinking from various aspects. Training skills, its intensity, depth and breadth are unparalleled in the past. These means mainly include teaching, demonstration, sketching, copying, memory, creation, discussion and so on. In addition, there are abundant teaching facilities, including classrooms, studios, studios, slides, movies, computers, museums, art galleries and books. In modern society, the cultivation of specialized talents in fine arts is mainly undertaken by art colleges and universities, but the role of art education in ordinary schools cannot be underestimated. It is not only an important source of talents in art colleges and universities, but also provides favorable conditions for the popularization of art knowledge and the improvement of students' aesthetic appreciation. Without this condition, art is impossible to have greater sociality. The development of art is limited. The early art education in the United States is characterized by practicability and attaches importance to mastering art skills to meet the needs of practical life and industrial employment labor. Therefore, the whole art education focuses more on exploring feasible methods to help students master certain skills, and the main content is to introduce geometric drawings. At the end of 19th century, some educators began to use pictures and colors to study children's growth and psychology, trying to conduct moral education through picture teaching, and cultivate creative consciousness and creative ability. In the early 20th century, when educator John Dewey's concept of "progressive education" was comprehensively introduced into fine arts education, it led to the combination of fine arts and other disciplines, but fine arts education became an appendage of general education, making the teaching of fine arts knowledge and skills insignificant.

To sum up, fine arts education plays an irreplaceable role in the inheritance and development of fine arts in the past, present and future. Modern art education should pay special attention to absorbing valuable knowledge, optimizing teaching content, discovering and applying various effective teaching methods, so that students can better master art knowledge and skills, and promote the development of art culture to a higher level.

II. Focus on educational orientation of fine arts education

1. Moral education is an important function of art education

Art education, which focuses on education, produces the effect of aesthetic education in the art discipline. Different from the fine arts education that focuses on painting, education-oriented fine arts education focuses on education, that is, it treats fine arts education from the perspective of educational value, takes fine arts as the educational medium, pursues the effect of general pedagogic significance, and purposefully cultivates people's basic qualities and abilities such as moral sense, aesthetic taste, will, intelligence and creativity through fine arts education. The function theory of art theory can first be seen in the record of bronze wares in the Xia Dynasty in Zuo Zhuan, which holds that the social effect of bronze patterns is to "make the people know the evil of God", which clearly emphasizes the role of moral education. Confucius in < the Analects of Confucius · eight Yi article > in "after the painting element" (painting must have a plain white base and then can paint) metaphor should be the foundation of benevolence to polite adornment. Wang Yanshou of the later Han Dynasty believed that the function of painting is "to admonish the evil and to show the good. Nanqi Sheikh called for painting "Ming exhortation. Rise and sink. Zhang Yanyuan, a famous painting theorist of the Tang Dynasty, also proposed that the function of painting is "to become educational, to help people's morality", such insights are frequently seen in Chinese ancient painting theory. Any subject has an educational function, that is, when teaching the knowledge and skills of the subject, it will also make the educatees change in individual behavior and spirit. This change is the function of education, which makes people constantly discover the influence of a certain subject on the growth of people's quality and actively pursue it as an educational purpose. Human development is integrated and historic. From an overall point of view, the unique attributes of painting, such as emotional carrier and symbol of beauty, can improve people's comprehensive quality. Learning painting can cultivate people's keen observation, strong creativity, rich emotions and active imagination. Fine arts education has no or no significant functional role in other disciplines. From the perspective of history, the development of human beings is lifelong, and fine arts education also accompanies people's life. Fine arts education has always affected the aesthetics, emotions, attitudes and values of the educated, so the educational function of fine arts runs through the whole process of personal development. It can be seen from the development process of Chinese and foreign fine arts education that the earliest educational purpose pursued

by fine arts education is the function of moral education. The education of moral customs already existed in primitive society. At that time, the function of education was not only to spread production and life skills, but also to cultivate people's moral consciousness. In the early days of clan society, people had to work together in a cruel environment to survive and maintain a stable clan relationship. Therefore, certain moral customs must be instilled in clan members. The form of painting plays a very good role in moral education with its vivid and intuitive image.

2. Aesthetic education is an important function of art education

Zong Bing in the Southern and Northern Dynasties once put forward the theory of "Chang Shen", affirming the aesthetic enjoyment value of fine arts. He thinks landscape painting is just "Chang God, God of Chang, which is the first". In this way, Zong Bing has pushed the aesthetic function of fine arts above all functions. In the Southern Dynasty, Wang Wei expressed his feeling and understanding of the function of landscape painting more specifically: "Look at the autumn clouds. God flying, I came to the spring breeze. Be generous in thought; Though there is the joy of the stone. Lian Zhang's fortune, how can as if zai ". Modern thinker Kang Youwei also believed that through the education of pictures, one can "be beautiful and happy". Of course, fine arts not only give people aesthetic pleasure, but also enhance people's taste and spiritual realm, the so-called "inspire people's ambition, make people noble" is also true. On the basis of predecessors, some thinkers and educators in modern China have further expounded the moral education effect of fine arts. Mr. Wang Guowei proposed to comfort people with art, to avoid spiritual emptiness leading to decadence and degradation. Lu Xun revealed the relationship between art and morality more profoundly. "Art can complement morality," he said. The purpose of art, though not in conformity with morality, yet its power is sufficient to the depths of human nature. Noble people's good, can also supplement the wings of morality for the rule ". The western ancient Greek philosopher Plato, starting from the subjective idealist view of soul, emphasized that "idea" was advocating asceticism. He thought that pictures only had an illusion of the world, which made people easy to indulge in sensual enjoyment and denigrated them. On the other hand, he also saw that pictures had a subtle effect on people's mind. So from a moral point of view, he proposed to find artists capable of painting things in beautiful ways. To cultivate the noble aesthetic sentiment of young people. In his view, only in this way can a person be free from the vulgar and avoid sin. Davit, a French neoclassical painter, bluntly advocated the moral education of art: "Art is a

part of civic education. It must help people get the happiness of the whole and instil necessary morality, and it must promote political concepts." The role of art education in cultivating creative talents is highly praised in modern educational circles. The United States was an early attempt to encourage creative impulses in children through art. It was the famous American educator Rohnfeld who emphasized the creativity of art education to the peak. "In art education," he says, "art is a means to an end, not a goal; The goal of art education is to make people more creative in the process of creation, regardless of where that creativity is applied. If the child grows up with a high degree of creativity derived from his aesthetic experience, and applies it to his life and career, then an important goal of art education has been achieved." According to Herbert Reed, a famous British art educator, before Aristotle, Plato's art education thought had already included art as the foundation of education. In the sense of general pedagogy in modern times, French philosopher and educator Rousseau was one of the first figures to publish his understanding of fine arts education. He not only attached importance to the aesthetic function of fine arts education, but also emphasized the intellectual function of fine arts education. He believed that the purpose of fine arts education was not art itself, but for students to obtain correct vision and agile techniques. So that they can better identify and grasp the objective world, therefore, he pays particular attention to the role of fine arts education in developing students' vision and touch. Pestalozzi, a great educator in Switzerland, regarded shapes as the basic means of teaching, and believed that painting could make concepts clearer and contribute to the learning of other subjects.

"Perfection" is the realm of human ideal. In the early human society, moral education and aesthetic education did not differentiate, they are regarded as a pair of twin brothers. Feng Zikai, a famous art educator in modern China, pointed out: "Morality and art lead to the same destination. The difference lies in the will of morality and the emotion of art. Therefore, it is moral to 'set out' to do what is in accordance with nature. To be willing to do what is in line with nature is art, and art is the morality of being willing to do. The cultivation and enhancement of people's spirit by aesthetic education itself is the pursuit of moral education, and as an important means of aesthetic education, the great charm of fine arts, which is hard to resist, also makes it an excellent carrier of moral concepts. Aesthetic hedonism and pleasure, on the one hand, promote the role of moral education, on the other hand, people's understanding and pursuit of it is also an important content of the theory of the function of art, and correspondingly is one of the goals of educational orientation of art education.

Conclusion

Art education that focuses on painting and art education that focuses on education are both one of the two important factors that only tend to the art education system. The correct understanding of art education should be based on the two factors complement each other and organic unity. If the two factors are integrated, there will be a more complete expression of art education: teaching certain art knowledge and skills to students by means of education, developing and spreading art culture; To cultivate students' moral sentiment and aesthetic ability, develop intelligence and creativity with art as the medium. In art oriented art education, teaching art knowledge and skills by means of education (the effect obtained objectively may be beyond it) is easy for people to understand and form a consensus because of the lack of complexity. However, in the education-oriented fine arts education, the situation is much more complicated. The most difficult thing to grasp is the relationship between the imparting of fine arts knowledge and skills and pedagogy. If it is not properly mastered, there will be a tendency of extreme, leading to the deviation of teaching direction. In the education-oriented territory of fine arts education, the effect of pedagogy is hidden but empty and far away. It is not as intuitive, realistic and easy to test as fine arts. We can not ignore this important basic factor, teaching appropriate art knowledge and skills is still very important, without this point, there is no pedagogical efficacy acquisition, pay attention to art knowledge and skills, can highlight the discipline of art education.

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