

How to Integrate the New Creative Concept into Art Teaching

Abulaiti Mahesuti Reziwanguli

Art Design Teaching and Research Office of School of Textile and Clothing, Xinjiang University;
830046, China

Keywords: art teaching; creative concept; interest-based teaching

Abstract. The creative concept in art teaching mainly contains the basic train of thought and basic thoughts in the art teaching, which includes not only the innovation of basic art teaching ideas but also the innovation and change of teaching modes. For art teaching, it involves deep professionalism and a wide range of knowledge as well as deep teaching level. The new creative concept in art teaching is the ever-increasing technical requirement at the practical application level of art subject, and also the consequent demand to further improve the ability of art teaching to meet the related standards. Therefore, the integration of the new creative concept in art teaching can promote the new and creative development of art teaching and bring more high-quality materials and topics to art subjects, thereby enriching students' art study. At the same time, it can greatly improve the effectiveness of art teaching. Through the analysis of art teaching methods, this paper elaborates the methods of integrating the creative concept in art teaching, which will provide some reference for art teaching.

1. Introduction

The creative concept of art teaching covers many contents which include not only the theory of art teaching but also the comprehension and application of aesthetic concepts and artistic concepts. As a scientific and systematic system, art teaching guide students to create beautiful artistic images after selecting and enriching the corresponding materials based on a certain amount of observation and analysis. In this sense, the reformation of the creative concept of art teaching should be based on art teaching. Students are supposed to enhance the mastery and proficiency of basic knowledge in the process of art teaching, in order to improve their aesthetic judgment and artistic thinking ability. It is also important to highlight the important values of art and aesthetics at the same time, as this will enable students to enhance their art learning in the atmosphere of art and aesthetics and to build up a solid system of art knowledge, which will provide a platform for them to develop comprehensively and form artistic accomplishments. Therefore, to study the creative concept of art teaching can provide more space for the development of art teaching and then promote the progress of art teaching and learning.

2. The Great Significance of the Creative Concept to Art Teaching

2.1 The Creative Concept Can Promote Art Teaching and Expand Art Knowledge

To a certain extent, the creative concept of art is related to the dominant ideology of art teaching, and it is a comprehensive expression of art thinking, aesthetic logic and aesthetic perspective. The specific creative concept of art can bring a specific teaching effect. Teachers tend to focus only on the teaching of basic theory in the traditional art teaching. How to apply the basic theory of painting into art practice after understanding and mastering it has become an important challenge for Art majors when they develop their professional ability. However, it can be seen from the training mode of art colleges for students that most schools set a low positioning for their students. Giving consideration to the difference between their students and students of general higher educational institutions in learning and understanding ability, they lower their teaching requirements and emphasize theoretical education while ignoring the importance of practice. Secondly, there are no specific and informative training ideas and goals for the curriculum design of art subjects and the creative art concept is not

pertinent. However, some authoritative scholars abroad pointed out that the art teaching emphasizing basic ability cannot make students understand the true meaning of art education, and Students' understanding of art should not be limited to painting, color and graphic matching, etc. In process of training and strengthening, what students should learn is rational aesthetics, with open art thinking. Through the application of the creative art concept in teaching, students are expected to fully express their thoughts and aspirations in life, transform the understanding of art from a technical and artistic subject in the past into an essential part of life, and then elaborate their passion for art in a way purer. Eventually they will have a purer and more farsighted understanding of art ¹.

2.2 The Creative Concept Meets the Inevitable Requirements of the Art Teaching Reform

After several years of development, the art teaching in our country has basically formed a complete teaching system. However, being subject to the examination-oriented teaching system, there are still many shortcomings in the arrangement of curriculum system, construction of art learning ability, teaching mechanism and other aspects, and “art” is only understood as an art discipline. Art teaching philosophy also needs better perfection in the process of education system reform. The new creative concept can make the art teaching get rid of the fixed and single ideology in the traditional teaching concept, while the innovation of the art concept can better enrich the art teaching process. In the future, in addition to rich teaching forms, the realization of art teaching reform requires teachers to start from the reality of students and take the improvement of their comprehensive artistic accomplishment as the goal.

3. The Status Quo of Art Teaching

At present, the art teaching has not attached enough importance to the innovation of the creative concept. Teachers' teaching lacks targeted breakthroughs and innovations, and at the same time, it is not easy for students to be inflected by teachers' teaching ways, which is manifested as a passive learning. For example, in the teaching of art creation techniques, teachers only subjectively explain the relevant techniques, rather than take students as the main body and promote teaching progress through the recognition of students, and hence the students show passive acceptance in the learning process. This leads to the conflict between the learning philosophy and teaching methods. Due to the dislocation of teachers' teaching methods, students cannot well connect different kinds of art-related knowledge. Then they cannot transfer the corresponding experience in basic art courses into the art creation or aesthetic experience, which is manifested as various problems of students like incompetent ability of art creation and the lack of affective performance ².

Furthermore, many art teachers do not have the knowledge of professional theoretical knowledge of Chinese, except some basic art teaching methods. Due to lacking the ability to realize the interest-based development and instructive reform of students' artistic accomplishments, they have been just repeating what the book says in teaching, without innovative thinking on the new curriculum standards. Insufficient teaching skills lead to the fact that students only study art courses at a simple level rather than carry out in-depth systemic study in specific cultural background. In this case, students generally have superficial understanding of art, which not only makes it easy for students to forget the knowledge they have learned, but also will further weaken the overall effectiveness of art teaching, and afterwards affect the development of students' art creativity and aesthetic ability.

4. The Method of Integrating the New Creative Concept into Art Teaching

4.1 To Attach Importance to Emotional Experience to Tap the Creative Potential

Emotions come from life, and the inspiration of art creation also comes from life as well as comprehensive and rich emotions of life. Good art works are bound to be full of love of life. Therefore, to integrate the creative concept into teaching must first attach importance to emotional experience. In other words, it is needed to ask students to experience life in rich emotion and help them tap a steady stream of creative thinking.

Though students have formed their own comprehension and perception ability of art, the existing cases in the lecture and teaching courseware are not enough to form a good motivation for them. Therefore, a certain life situation is necessary. In the meantime, when setting up the life situation, teachers must make it clear that the situation should be the scene that students often see in their daily life. Teachers cannot enhance the situation itself to demonstrate the ability of contextual design, because the increased performance components will distract the students' attention³, thus failing to realize good art knowledge education.

At the same time, art comes from life while art teaching is the continuation of life. Life is colorful and full of different emotions. Therefore, it is necessary to pay more attention to the feature of “art in life” to carry out emotional education on students in art class. Teachers can introduce ordinary incidents or scenes in daily life into the class teaching, or give students targeted practical tasks. It is also feasible to ask students to express their attitudes or opinions on events and emotions in life by writing, in order to improve the emotion of art and help them study and apply smartly. Teachers should also implement the methods of emotional teaching more actively in the classroom teaching and share the real world and beautiful emotions, aiming to resonate with students. This approach can promote better teaching exchanges, drive students toward the emotional world of truth, kindness and beauty, and hereby improve their understanding of emotional education. In art teaching, teachers must educate students to observe the details of life carefully and help them find their potential in this process, finally achieving the organic combination of teaching and life.

4.2 To Highlight the Cultivation of Inspiration and Imagination in the Process of Art Education

What an artistic creation presents is the perfect fit between external characteristics of a thing and spiritual experience of an individual. As mentioned above, the reason why an art work can present touching artistic effect is that its creator has rich life experience and thoughts. However, art education plays an important role in it because the creator's own experience is not enough to present lively and beautiful pictures. Art education is to not only teach students basic knowledge and cultivate their ability, but also to enlighten their thinking and inspiration. The successful art education must be able to make students realize their inner pursuit and develop their thirst and ability to present it better. The creative concept of art works is the visualized embodiment of the art education and art psychology. When interpreting a specific work or creator, the art education background and the aesthetic cognitive ability of the creator are the important part of the study. Van Gogh, a famous painter and artist, will be taken as an instance here. His paintings have still had a good value-adding and collecting effect for many years after his death. This is because his unique artistic intuition, aesthetic experience, good psychological cognition and perfect expression ability had realized benign coexistence in his art life. That his art works have become a major symbol of him and even a modernist school of art can be attributable to his unique artistic orientation and sense of art⁴.

At the same time, close attention should be given to the cognition and cultivation of imagination in the application of creative concept in art teaching. Imagination is the ability of insight and integration based on specific emotional experience and life circumstance. This ability is not inherent but needs being nurtured and guided in the process of art learning. In the process of art teaching, teachers should give students enough innovative space based on assigned pictures and historical backgrounds through specific subjects to activate their thinking and make them develop in a diversified and rich way, so that they can create art works which “come from life and go beyond life”.

To sum up, art education, to a large extent, is the embodiment of art psychology. However, if the art psychology is divorced from art education, it also cannot reflect its actual utility and express the practical value of art as a humanistic art well.

4.3 To Pay More Attention to Curriculum Innovation and Expand Teaching Space with Information Resources

The innovation of art teaching is not only the requirement for the modernization of art education philosophy in quality-oriented education system but also the combination of the diversified education concept and art study of students. The innovation of art teaching should start from the actual demand of art teaching, emphasize the cultivation methods of key abilities in quality-oriented education,

stress the practice-oriented and teacher-led teaching and highlight the research on the creative concept of art and excavation of its value. At the same time, teachers should make better use of multimedia information technology, adopt multimedia teaching or use big data to analyze and sort out the main points of current materials of art courses, and realize the prominent and well-targeted teaching level, so as to expand the teaching space and explore students' horizons.

4.4 To Attach Importance to Embodiment of Art Psychology in Art Education

Art education is composed of two concepts, art and education. Art is a tool and also a means. It provides the basic content of art education. Art, to a great extent, determines that there is great difference between art psychology and other kinds of educational psychology in the connotation. Specifically, the art psychology reflects the influence of learning on psychological behavior in art education. At present, related research and study have become the main ways for students to come into contact with aesthetic theories and aesthetic methods. However, students often have their own characteristics in different aspects such as learning strategies, learning skills, behaviors and cognitive styles in this process and most of them can be attributed to different psychological characteristics. Art psychology can be used to correct students' bad habits and behaviors in art studying⁵, and actively guide them to establish a good outlook on the world and nature. Based on requirements of art education, schools must apply targeted training on students to make them have fun and stimulate their imagination in the education process. Only in this way can they deepen their comprehensive understanding of contemporary art creation and study by using the new creative concept of art and then perfect their own learning process⁶.

Furthermore, the art psychology involves many aspects of art education. From a psychological point of view, art education is a form of teaching which follows the law of human psychological activity. Therefore, good atmosphere can perfect students learning conditions and give them a spiritual sense of belonging, so that they can have a healthy mental state.

5. Summary

To sum up, education is a cause of education with great significance. On the one hand, the art skills and knowledge continued and developed by art education can spread and develop knowledge as well as spiritual and cultural wealth of human beings, meeting the material and spiritual need of people in the modern society. On the other hand, the new concept of art creation in art education is a kind of bilateral interaction. Although it mainly focuses on the art creation, it can also stimulate students' thinking activities like inspiration and consciousness through the realistic and vivid art works to promote their psychological cognition in the learning process, and then make them have an overall perception of art education. This study helps to better clarify the relationship between art education and the creative concept of art, and also provides the methods to integrate the latter into the former. The author believes this is of great value to improving the modern art education system.

Acknowledgements

Department of Education Humanities and Social Science and Art Planning Fund Project: "One Belt and One Road Chinese Russian Art Exchange and Comparative Study--Taking Xinjiang Painting Art as an Example" (No. 17YJA760001).

References

- [1]. Liu Yang. Integration and Thinking of Design Ideas in Art Teaching [J]. Art Education Research, 2016 (14): 136.
- [2]. Liao Xiaoyan. Exploration of Oil Painting Teaching in Colleges and Universities under the Background of Multicultural Art Development [J]. Journal of the Chinese Society of Education, 2015 (S2): 135-150.

- [3]. Zhang Li. Research on the Teaching of Art Major in New Undergraduate Colleges in the Context of Contemporary Art from Multiple Perspectives [J]. *Modern decoration*, 2014 (08): 228-229.
- [4]. Ma Weihong. The Effective Formation of the Creation Ideas of Fine Art Teaching in Colleges and Universities [J]. *Art Education*, 2014 (07): 220.
- [5]. Ai Jingyuan. A Study of the Reasonable Transformation of the Creative Concept in Art Education in Colleges and Universities [J]. *Popular Culture & Arts*, 2013 (06): 238.
- [6]. Jia Jianhua. On the Function of Multimedia Teaching in Art Teaching [J]. *Education Teaching Forum*, 2011 (11): 154.