

Research on Teaching and Application of Public Art

Application of Public Art Design in Construction of Beautiful Rural Area*

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Abstract—This paper aims to study how public art teaching can better promote the application of public art design in the construction of beautiful rural area. Taking public art as the starting point, and based on the status quo of beautiful rural construction, it explores the interaction relation between public art teaching and beautiful rural construction, and puts forward new teaching ideas and its implementation and application.

Keywords—public art; project-based teaching; beautiful rural area; "double integration" mode

I. INTRODUCTION

The report of the 19th National Congress of the Communist Party of China proposed that adhering to symbiosis between man and nature and constructing an ecological civilization is the fundamental plan for the sustainable development of Chinese nation, while building a beautiful rural area takes the top priority of the beautiful China program. It is necessary to establish and practice the green mountains and green waters are precious wealth (Golden Mountain and Silver Mountain) of human beings. Construction of beautiful rural area is an important carrier of the "two mountains theory" proposed by General Secretary Xi Jinping [1]. Public art records and inherits folk culture in a unique artistic language, so that outstanding folk art can survive and pass on. Public art is the bond of emotional support between the rural area and the people. It promotes the construction of beautiful rural area, spices up the beautiful rural area, enhances the aesthetics, and has the charm and atmosphere of regional characteristics.

II. ANALYSIS OF THE CONCEPT AND CURRENT SITUATION OF THE CONSTRUCTION OF BEAUTIFUL RURAL AREA

A. The Concept of Beautiful Rural Area

On the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping proposed to solve the problems of agriculture, rural areas and farmers and attach key attention to build new socialist rural area. The 19th National Congress of the Communist Party of China put forward the "rural area Reform Strategy". This strategy

points the way forward for the development of public art. Public art should be practiced in the construction of beautiful rural area. Public art can not only transform the appearance of rural public space, but also reconstruct the regional cultural characteristics of rural area, improve infrastructures and enhance people's happiness and cohesion.

The beautiful rural area should not only be externally beautiful, but more beautiful in its development, adhere to the greening, environmental protection and sustainable scientific development concept to build a high-quality rural social environment, green and clean natural environment and superior and pure human environment, transform and develop a green and sustainable economy. The beautiful rural area should be "beautiful" both in the internal and the external. The external beauty refers to the beauty of the mountains and rivers. The beauty of field, folk house and internal beauty refers to the improvement of rural areas' ecological civilization quality and the improvement of cultural quality [2].

In the construction of beautiful rural area, public art is an indispensable part of it, is the carrier expressing public emotions, and shoulders the mission and responsibility of people's happiness. Public art is created in the public space where the public is free to enter and exit, and is open and public; and the artistic value in this space is called public art [3]. People can participate in a wide range of interaction and communication, and the form, venues and materials of art creation are diversified. Public art embodies the connotation of core values such as democracy, freedom, and civilization.

B. Analysis on the Current Status

1) *Insufficient recognition of rural functional departments*: Some relevant functional departments have insufficient recognition on the construction of beautiful rural area. As a result, in actual work, there is not enough motivation and enthusiasm, and little social participation. Their task only stays in "doing well the environmental health work and improving the rural living environment". The beautiful rural area not only lies in the outer beauty, but also in the inner beauty. It is necessary to pay attention to the continuous construction of ecological civilization, and more importantly, to satisfying people's good spirits. Therefore, relevant functional departments should attach importance to

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the status of public art in the construction of beautiful rural area. Public art is a medium for conveying spiritual happiness and plays an important role in the construction of beautiful rural area.

2) *The decline and lack of rural public space:* Rural public space is an important part of the countryside, including the community, square, park and green land and other spaces. It is an open external space for the daily life and public activities of the rural areas, and can meet the basic needs of the rural areas' public life. However, with the steady development of China's economy, the life and thoughts in rural areas have been affected and impacted. The penetration of market economy and the outflow of rural population have resulted in "hollow rural areas", and further resulted in decline and lack of partial function of rural public space, lagged infrastructure and outflow of capital. The rural areas' relationship is weak and indifferent, and they have a bad sense of identity with the rural area. It is neither conducive to the development of public art, nor conducive to the construction of beautiful rural area.

3) *The rural public art operation mechanism is backward:* Rural planning and construction lacks integrity, and rural cultural heritage was destroyed; the early public art in China was introduced from abroad, and are mostly imitations so that it gradually loses the national and rural characteristics, which was not conducive to rural planning; there is lack of public artwork related regulations, some rural public art has outstanding issues of copyright, and there is endless homogenization of public artworks. There is also no specific normative mechanism for public art copyright issues.

4) *The lack of publicity in rural public art:* In recent years, rural public artwork has been mixed with too much subjective consciousness of the artist, resulting in inaccurate subject positioning and the lack of publicity in public art. On the one hand, the public artworks have low design level, and fail to reflect corresponding rural area history and culture in the public art and maintain in line with the temperament of the local human environment; on the other hand, the publics have low level of artificial literacy for public art, limited understanding and appreciation ability; with the changes in rural systems and industries, farmers' sense of collective belonging becomes weaker and weaker, lacking the awareness of participating in collective public activities, and more tending to orienting to individuals and families. The failure to generate resonance and interaction has led to the decline in cultural identity and cultural confidence.

5) *The regional cultural value of rural area public art has insufficient influence:* Public art not only has basic aesthetics and functionality, but also is a carrier of rural culture and vitality. To some extent, rural public art represents a rural area and local place's value orientation and cultural orientation, and is an important manifestation of beautiful rural area, while rationality is one of the criteria for measuring the successfulness of beautiful rural construction. Every rural area and place should have its own unique

regional culture and historical spirit. This is the only one element that cannot be imitated and changed at will. With the development of urban and rural area integration, urban planning and layout has been directly imitated into rural construction, destroyed the original public space, layout, function and characteristics of rural area, forming a single architectural mode. As a result, rural area loses the original local style and features and there is regional lack of rural public space.

III. PUBLIC ART IS THE INTERVENTION POINT OF PUBLIC ART TEACHING AND BEAUTIFUL RURAL CONSTRUCTION

A. *The Status Quo of Public Art Teaching and Research*

1) *Universities and students do not have sufficient recognition on public art education:* In recent years, education reform has been continuously promoted, quality education has been deeply rooted in the mind of people, and the overall development of students' comprehensive quality has been emphasized. "Aesthetic education" has been attracted more and more importance to. Among them, art education is an important part of aesthetic education, and public art is an indispensable part of art education. However in actual teaching process, the status quo is not optimistic. Some colleges and universities pay less attention to art education, especially to the emerging public art.

2) *There is monotonous teaching manner, method and content and lacking the construction of artistic rationality and relevance:* The knowledge range covered by public art courses in many colleges and universities is not broad enough, and is too monotonous; the course content pays more attention to traditional subject knowledge, and less to the content of cross-culture subject, resulting in traditional teaching methods and unreasonable structure of the course, lagged course setting, lacking practicality, and students' low level of independent completion. Public art design involves a wide range of contents and cannot be limited to traditional courses. Many colleges and universities few set up various art characteristic courses or such series of special lectures, cannot meet the different interests and needs of students, and are lack of understanding and recognition of the regional environment of rural area and related historical and cultural atmosphere.

3) *The advantage of teaching service is not obvious:* The development of public art curriculum is not closely relevant to the construction of professional courses, and the public art curriculum is out of touch with their professional technique courses. With the rapid development of the Internet, China has made corresponding policy adjustments based on actual development status, but the public art curriculum has not been adjusted in time. Its teaching philosophy, teaching methods, etc. have been reformed, but the concept of serving the construction of beautiful rural area is not fully reflected. Students do not like to learn or have low interest in learning, and do not have strong ability of

self-learning. The most fundamental reason is that public art curriculum is not down-to-earth and less involved in practice. It is needed to adjust the proportion of the artistic and practical characteristics of the curriculum, and make deep thinking and strengthening exploration practice.

B. The Interaction Relationship Between Public Art Teaching and Beautiful Rural Construction

1) Providing a solid talent reserve for rural public art:

Public art curriculum is one of the important contents of art education. This curriculum can effectively guide students to form correct outlook on life and value. At the same time, the State and the Party Central Committee put forward higher requirements for the comprehensive ability of college students. Through this curriculum, it is available to effectively improve students' aesthetics and comprehensive professional ability, and improve the artistic level of rural public art. Aiming at cultivating comprehensive quality talents, this curriculum can provide a reserve for the public art of beautiful rural areas.

2) Doing social practice in rural areas can support public art teaching, and rural culture also enriches the content of public art teaching: In recent years, urbanization has been accelerated; villages have been impacted by the modernization; the contradiction between modern lifestyle and traditional quaint lifestyle has become increasingly prominent; and the contradiction between urban culture and rural culture has become increasingly apparent. Public art is an important means of revitalizing rural culture. The construction of beautiful rural area is infused with vitality by public art, and is the natural resource, human and social resources of public art, and provides a practical basis for public art. Through relevant social practice in beautiful rural areas, it is available to supplement important content of public art in regional practice and deepen the emotions and concerns of the rural area; by deepening project survey and research, it is available to have the cultural needs of rural area integrated into public art education. In this way, public art can build up a bridge between public art teaching and beautiful rural area, and realize an interactive learning and cooperation on the basis of regional resources.

The practical significance of a place is not only in the scale of the space. Artist also collides usual ideas with new and different environments, fully demonstrates the significance of their reconstruction to history and memory, time and space, and produces new artistic performance form having root and growth significance [4]. Consequently, the public art teaching manners and contents are diversified.

Public art teaching should find creative inspiration from rural area, fully explore the regional resources, and further design more excellent public artworks that can be properly integrated into the geographical resources, and then design a better public art, which can be skillfully integrated into the mountain villages.

IV. THE EXPLORATION AND PRACTICE OF PUBLIC ART TEACHING

A. Getting Out of the Traditional Teaching Mode of "Teaching" and "Learning" and Improving the Curriculum System

1) Emphasizing teaching evaluation criteria and promoting practicality in teaching in classroom

a) Formulating a personalized teaching evaluation system and determining the teaching objectives: The personalized teaching evaluation system for public art teaching in colleges and universities should be established in line with the talent cultivation objectives of colleges and university. It is very important to make clear this construction objective. The construction objectives can be summarized as follows: Basic understanding of public art achievements, cultivating students' aesthetic taste, improving students' humanistic qualities, improving their public art practice ability, having their unique feelings and understandings on existing public art works, and can make innovation on this basis.

The personalized teaching evaluation system can be constructed based on this objective. First of all, it is necessary to enrich the evaluation model of public art teaching to screen and refine the evaluation items. Secondly, it is necessary to improve the traditional teaching evaluation system and it is available to set up multi-perspective evaluation method. Finally, it is necessary to improve the credit-based teaching evaluation model to investigate students' public art theory literacy and practice program and improve the scientific and practical characteristics of the curriculum.

b) Establishing personalized evaluation criteria for public art curriculum: In the practice of specific projects, the personalized evaluation criteria for public art teaching should firstly be reflected in the difference of majors, secondly in stimulating students' hobbies and interests, finally adopt suitable teaching mode according to the difference between students' professional foundation and artistic literacy. It is also necessary to adjust the evaluation criteria for students, fully respect the personalized development of students, stimulate innovation, and give appropriate encouragement.

c) Determining and making clear the content of the personalized evaluation criteria for public art teaching: First, it is needed to sort out and understand the basic knowledge of public art; secondly, it is needed to evaluate students' theoretical proficiency and practical ability; finally, it is needed to evaluate students' innovation in public art thinking and ideas, and the perception of the beauty of public art.

2) Establishing an academic path for the interaction between public art curriculum practice and beautiful rural construction, and enhancing the public interaction of rural public art: The key concern today is about how to protect regional culture by public art, and about the study of the local context and the status quo of rural life. However, the

academic research related to rural public art is still in its initial stage. Public art faces the problem of how to inherit traditional culture. In academics, "cultural tradition" and "traditional culture" are two concepts. Traditional culture is inherent; but while protecting culture, it is necessary to inherit the spirit of traditional culture. The purpose is to prevent Chinese culture from being gradually alienated by international foreign culture. There is a very complex and positive interaction between artists, local governmental cadres and villagers when public art practice interacts with beautiful rural construction. Public art practice includes the recording and sorting of the village related matters; and more importantly, it continues and carries forward the traditional spirit of Chinese rural culture and reveals the rural crisis. To explore the future way out of beautiful rural areas, it is necessary to refine and position the characteristics of regional culture, absorb the academic research results of colleges and universities, and make rural public art practice and theoretical research become academically valuable topics.

3) *Advancing the project-based teaching system:* Through the beautiful rural area project, it is needed to establish a number of public art teaching practice bases, make in-depth field investigation and research, set up curriculum around the theme of rural construction, form project team and formulate and implement the public art design. The public art major of the College of Art and Design of Wuhan University of Science and Technology is at the forefront in promoting the project-based teaching system. Taking the beautiful village project in Xiongjia Xianjing Village in Huangshi City in 2016 as an example, it is available to lead public art majored students to make in-depth field investigation and research on this village. The teaching process of the project is: subject selection stage — finalizing stage — refining stage — implementing stage, as well as making fully data analysis, interacting with the villagers and expanding the exchanges in school to village. From the perspective of teaching result, students can quickly adapt to the local environment and have the ability to cooperate in implementing projects and solve problems independently. The project-based teaching system is mainly carried out from the following three aspects: first, combing the teaching content of public art, taking practice as the orientation of the teaching mode, and encouraging students to conduct rural research, taking practicability as the main goal and taking public art practice as the main line; second, forming a project team, formulating a feasible plan, encouraging team members to complete the project content independently, and carry out public art-related courses such as brainstorming and product optimization, and improving the project-based teaching system; third, formulating a implementing plan, breaking through the talent cultivation method of traditional public art teaching that is only limited to public art design, and encouraging students to go to the

market after class to get to know the material and construction techniques and exercise practical skills.

B. Introducing the School and Local Resources "Double Integration" Model to Promote the Construction of Beautiful Rural Area

1) *Taking advantage of local resources to make curriculum development, attaching importance to and excavating the value of regional culture and integrating it into the curriculum teaching system to promote the construction of beautiful rural area:* It is needed to establish a "double integration" teaching model for public art, create an effective resource sharing mechanism, and establish a resource sharing mechanism or platform. Moreover, it is also needed to pay attention to regional research on public art teaching, and make full use of local resources ("politics", "people", "capital", "school": "politics" represents the public sectors represented by the government; "people" represents farmers and folk strengths; "capital" represents capital and enterprise; and "school" represents various academic organizations such as universities and research institutes [5]) to improve the curriculum content and teaching system of public art major. On the contrary, it is necessary to guide the construction of beautiful rural area by taking advantage of the scientific researches in colleges and universities. This integration should not only be reflected in the curriculum setting, but also extends to the employment-oriented diversity of public art majored graduates, in order to cultivate high-quality public art professionals for the local place. It is precisely because public art plays an essential role in rural culture. It is a guarantee for maintaining the quality of beautiful rural culture construction, and also an emotional bond between the villagers. Therefore, the "double integration" mode should be suitable for local conditions, integrating with local resources to better promote the construction of beautiful rural area.

2) *Introducing teacher resources, opening schools, and incorporating the content relevant to construction of beautiful rural areas in the teaching content of public art:* To improve the "double integration" mode of public art teaching, it is needed to develop a "double integration" faculty for public art teaching in school, and hire some experts and intangible cultural heritage inheritors in the public art industry to give lectures and lessons to better promote the development of public art teaching. In order to provide public art practical talents for the construction of beautiful rural area, it is also needed to improve the professional skills of teachers, and cultivate high-quality public art majored talents.

Rural public art can enrich in teaching content of public art major greatly in its regional nature; it is available to give lessons with orientation to the "regional nature", "interactivity", "historical culture" and "brand".

V. CONCLUSION

Public art major in the College of Art and Design of Wuhan University of Science and Technology is at the forefront of relevant disciplines. It has always been insisting on making continuous theoretical innovation, proposed a project-based teaching system and a "double integration" model, actively carried out the researches on the application of public art design in the construction of beautiful rural area, and combed the interaction between public art teaching and beautiful rural construction, aiming at improving the public art teaching system, forming an atmosphere attaching great importance to the construction of beautiful rural areas, promoting the construction of beautiful rural areas, and enhancing the ability to build beautiful China [6].

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