

Comparison of Art Education Between China and Foreign Countries

Taking Educational Ideas as an Example

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***Abstract*—Art education is an important content of quality education in our country. Art education plays a very important role in one's aesthetic appreciation and personal quality cultivation. The concept of art education influences and even determines the direction, quality and benefit of art education to some extent. This article uses the method of comparison to deeply explore the differences between Chinese and foreign art education concepts, and makes clear the advanced points of foreign art education concepts and the areas where our art education concepts need to be improved and promoted. Based on China's national conditions and the development laws of fine arts education, we should correctly understand the shortcomings of our fine arts education concepts, strengthen the reform in this respect, make our fine arts education concepts more in line with the needs and laws of the development of modern fine arts education, and promote the perfection of our fine arts education system and the development of our system.**

***Keywords:* art education, ideas, comparative analysis**

I. INTRODUCTION

China's fine arts education has made great progress and significant breakthroughs in the long-term development process. In this process, it has also shown its unique advantages and characteristics. However, on the whole, there are still many problems in its development status and future trends, which require greater breakthroughs and promotion. We need to face up to the obvious limitations of Chinese art education concepts and specify targeted solutions according to the problems arising in the current development process. In this process, more profound changes need to be implemented on the basis of correct cognition. Actively abolish the ideological cognition that violates the laws of art

education and is not conducive to the development of modern art education. Therefore, this article uses comparative methods to analyze the concepts of Chinese and foreign fine arts education, and makes clear the merits of foreign fine arts education concepts. Based on the actual situation and development needs of Chinese fine arts education, this article actively learns from the advanced thinking and concepts of foreign fine arts education, so as to speed up the development of Chinese fine arts education.

II. ANALYSIS OF CHINESE AND FOREIGN CONCEPT OF ART EDUCATION

A. Different educational concepts

From the perspective of the development process of foreign art education, it mainly includes two aspects: theoretical understanding and practice, especially the former has made great historical contributions in promoting the development of human art education, which is also a place where we need to learn seriously and learn deeply.

German Arnheim pointed out after long-term practice and in-depth research that people's perception, especially visual perception, has the ability to think. This kind of ability is not produced with the participation and support of rational thinking, but a kind of ability possessed by visual perception itself, that is to say, it has the ability of cognition, understanding and judgment, and is a kind of advanced thinking ability, which can guide a person's behavior and activities. However, the educational circles in our country have a one-sided understanding in this respect. They still separate perception from thinking, regard perception as perceptual low-level cognition, and think that thinking is a

rational high-level cognition. Such a division is very one-sided. Therefore, the education circle in our country generally pays attention to the study of words and numbers, but does not study art as an important way of thinking, which is unscientific. As a result, the fine arts curriculum developed by various schools has become an auxiliary and supplementary curriculum. Not only is the amount of class hours very small, but also it is often crowded out by the "main subject" curriculum. Neither the school nor the students realize the importance of this subject. Especially in the critical period of entering the college entrance examination, the fine arts curriculum has become a "waste of precious time" curriculum. Even the basic fine arts learning time is difficult to guarantee and the teaching efficiency is extremely low.

At present, the general view of implementing art education in the United States is that art education is an important way to cultivate creative thinking, art courses are designed to improve the comprehensive quality of all citizens, and people will improve their personal aesthetic ability and quality when learning art courses, instead of cultivating a few artists. Therefore, the expression of thoughts and emotions is regarded as the primary purpose of art education, while the expression of skills becomes a secondary aspect, allowing art learners to put their own emotions into art works. From this, we can see that the art education in the United States puts the original concept in the first place, pays more attention to the thoughts and personal feelings of art scholars, and puts skill training behind.

Judging from the development process of Chinese art education, its educational thoughts can be summarized as follows: regarding "human" as the subject and object of art education, paying attention to the moral education, aesthetic concept and artistic edification of art education, and taking "skill" cultivation as the main purpose of art education. It can be seen from this that Chinese art education attaches great importance to the study and cultivation of art skills.

B. Educational purposes are different

American art circles generally believe that art education is to cultivate learners' creative thinking, art classes are an effective means to improve the overall quality of all citizens, and thus can also cultivate a large number of outstanding artists. Therefore, art education in the United States generally attaches importance to the expression of thoughts and feelings, and regards it as the most basic and core task, while the cultivation of technology becomes the secondary content. In other words, only after the original concept is completed can skills be developed. However, in the long-term development of China's art education, the ideological concept of taking "human" as the subject and object of art education has been formed, with emphasis on the moral education, aesthetic concept and artistic edification of art education, and on the "skill" cultivation function of art education. Therefore, China's fine arts education attaches great importance to the study and cultivation of fine arts skills and does not put emotional expression and ideological sublimation of fine arts education in a dominant position.

III. A COMPARATIVE ANALYSIS OF CHINESE AND FOREIGN ART EDUCATION IDEAS

A. Purpose of education

In China, art education is usually regarded as an important auxiliary tool for moral education. There is no mandatory requirement to cultivate one's sentiment and improve one's self-cultivation through art education. In recent years, art education has become an important part of promoting the construction of socialist spiritual civilization. However, art circles in European and American countries have never regarded art education as an auxiliary or supplementary education, nor has it served politics. Most of the citizens of European and American countries do not agree with the moral education function of art education, but connect it with their personal accomplishment and thoughts. Art circles in European and American countries usually regard art education as an important way to develop personality, cultivate creativity and expressive force, and improve personal comprehensive quality, self-ability and level. Even if they realize the relationship between art education and morality and politics, they will not clearly express this function and purpose of art education, because most people will oppose this view and saying, and people are more willing to accept another view and purpose.

B. Art education skills cognition

European and American art circles generally believe that skill training is only one of the contents of art education and is not its fundamental purpose. Through the study of fine arts, learners can "communicate and communicate" with excellent fine arts works instead of simply mastering the skills and painting techniques in the process of fine arts learning. Knowing and mastering the "language" of fine arts, thus recognizing and understanding the works, and then understanding the world and human development from a unique perspective, drawing on the existing spiritual values and civilized achievements, and constantly sublimating their own ideological realm and personal comprehensive accomplishment. At the same time, art education is also an important way to enrich one's life experience. Learning art is conducive to forming a correct understanding of the world and human beings and to improving one's aesthetic level in the process. At the same time, it also enables one to better handle the relationship between oneself and the world and others. It is conducive to enriching one's emotions, exercising one's will, perfecting one's personality, improving one's quality, contributing to one's personality development and overall progress, and promoting one's ability to think independently and creatively. However, our country regards the training of skills as the fundamental purpose of art education. Through the study and training of skills, we can get better results in the college entrance examination, so as to enter the ideal university and set up a good platform for our future development. Driven by this profit goal, learning painting has become a kind of behavior with strong purpose and utility. This way is not only very unfavorable to the development of art education, but also unfavorable to the

expression of one's true feelings and the exertion of creativity.

C. Art education thought

In the long-term development of art education, we have been exploring the aims and effects of art education. This exploration is actually the continuous development and selection of the ideas of "educating people" and "learning art" in art education. This process has always been influenced by economy, culture and society. Therefore, the thought of art education still shows certain narrowness. First, the main channel to realize the purpose of aesthetic education is still art education. Second, art education is still an auxiliary and supplementary educational tool. Third, art education has certain intellectual effect and function. Fourth, attach importance to basic knowledge and skills. However, the concept of art education in Europe and the United States is quite different from ours. They pay more attention to the development of students' personality and comprehensive quality. They let art education serve as an important way to stimulate self-emotion, express individual thoughts and realize mutual communication, and attach importance to the cultivation of students' judgment and creativity. Through art education, students can understand various forms of art expression and become art appreciators with rich art knowledge and unique judging ability. In addition, students should master some form of artistic expression, be able to skillfully use artistic language symbols, identify and evaluate works through the application of relevant rules and skills, and attach importance to "communication" and docking with other disciplines to promote students' all-round development. At the same time, we also pay attention to the connection of art education and life, society and spiritual values to realize the organic unity between them. It can be seen from this that art education in Europe and the United States regards art as a means and method of individual growth, which is a process of continuous development and not a fundamental purpose. They believe that the purpose of art education is to expand and extend from art to other fields through art education.

Although China's art education thoughts are also developing and progressing, and art education is regarded as the basic means and approach to implement aesthetic education and its role in the development of students is recognized, however, the impact and value of art education on the development of students' personality, comprehensive quality and all-round progress have not been really recognized, the substantive significance of art in boosting human development has not been clearly defined, and art education has not been raised to the height of promoting national progress and the development of the times to be recognized. It has not really discovered its humanistic and social values. Therefore, it is impossible to look at art education from a deeper, far-reaching and grand historical background, social activities and cultural heritage, and to understand its role in promoting people's all-round development. In addition, while paying attention to its political value, China's fine arts education also provides its patriotic education function, which shows that China's fine arts education is based on China's national conditions and

national emotions and continuously adds and reflects the content of quality education. However, from the perspective of social development trend and the overall needs of the industry, the concept of fine arts education is still narrow and does not start from the connotation of fine arts and the perspective of improving people's ideological quality.

D. Educational function

Compared with the art education in European and American countries, China's art education still regards art education as an auxiliary and supplementary means, does not regard it as a subject with independence and subjectivity, and is in a subordinate position in the subject education system. In the real teaching process, there is also the phenomenon that the curriculum is taken over by other subjects. This situation makes the basic teaching of art education unable to be guaranteed. In the process of carrying out this course, we find that neither students nor parents realize the importance of this subject. There are also some people who study the subject of fine arts hard in order to cope with the examination and to make use of fine arts to seek better development for themselves. This idea has been divorced from the purpose and essence of fine arts education and is used as an auxiliary tool. From this point of view, in the actual education process, it is difficult to effectively guarantee the time and strength of art education, and many people cannot realize the importance of art education. This situation makes its internal effect and function difficult to embody, which is very unfavorable to the future development of art education.

IV. CONCLUSION

At present, the ideas of art education in Europe and the United States are changing with each passing day and developing extremely vigorously and rapidly, which endows art education with more functions and values, such as cultural development, innovation drive, quality education, social communication, subjectivity, and harmony of body and mind. These so-called auxiliary functions of art also remind us that we have always regarded art education as an aid and supplement, emphasizing the so-called "edutainment in fun". However, this just erodes the educational function and real value of art education, does not reflect the true meaning of art as a discipline, and does not make art education play its memory effect and role. Therefore, art education is not only the basic way and path of aesthetic education, but also a subject with independence and subjectivity, which is the most basic and important content in school subject education. Therefore, art education is an important entry point to further promote education reform, comprehensively improve the quality and ability of education, and promote the sustained and healthy development of quality education.

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