

Research on Art Design Education Based on Contemporary Aesthetic Culture

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ABSTRACT

The development of Chinese contemporary art has formed a new aesthetic context different from traditional aesthetics. And this new aesthetic context and aesthetic culture put forward new requirements for art education. The first part of this paper is the study and analysis of Chinese contemporary aesthetic culture, and in this part it is proposed that with the change of aesthetic culture, changing the educational mode of art design is necessary. The second part of the article is the analysis of the current situation of China's contemporary art design education. The third part is the exploration of foreign art design education mode. The last part is the exploration of the new mode of art education in China, which puts forward some ideas about the reform of the educational mode. The conclusion puts forward that although there are many problems in China's art design education mode, the prospect of reform should be bright and full of hope. The education of contemporary art design should start from the goal of education and find the essence of art education.

Keywords: Contemporary aesthetic, Art education, Innovative thinking.

1. INTRODUCTION

The contemporary aesthetic context has undergone a variety of changes since its formation, and these changes will inevitably affect art education. At present, most art colleges and universities still train students' realistic ability or skills through realistic training. Such conceptualized and standardized educational concepts make it difficult for students to innovate in art, and such realistic expression techniques cannot comply with the needs of the society ultimately. Art education is not about the training of a single skill. It needs the support of culture and accomplishment, and one of the important aspects is the cultivation of aesthetic ability. In view of the multiplicity of domestic aesthetics as well as blindness, the author puts forward that the reform of art education is imminent, and promoting art design education in China and improving the cultivation of artistic talents is an important subject of education reform at present.

With the development of China's market economy and the influence of foreign information, the Chinese contemporary aesthetic culture has broken the traditional aesthetic characteristics of

singularity and presented a novelty, complexity and richness unseen in the past. Contemporary aesthetics lay more emphasis on subjective feeling, experiment, innovation and even irrationality, which is not only the reconstruction and transcendence of traditional aesthetic culture, but also the major change of Chinese aesthetic culture turning to the context of globalization.

Compared with the natural beauty of classical art, modern art first liberates painting from the traditional realistic expression techniques, so that painting is no longer about what the eyes see, but more about the form. Roger, the founder of modern art aesthetic theory, Forson pointed out that the most important thing for art is form, which constitutes the most basic expression element of art. It can be seen that art works are no longer limited to a story or an illustration, but an idea, which is a refinement of life and the world, and then presented through the artist's expression techniques. It can also be said that art is a kind of medium to express oneself and ideas.

In 1917, Duchamp exhibited store-bought urinals for men under the name "Fountain" in a salon art show. People looked at the urinal carefully,

expecting some mystery, but they found that it was just an ordinary urinal. For Duchamp, the urinal was used to allude to the lack of imagination of artists of the time, and to try to shatter the traditional aesthetic view of the time. In the end, Fountain was rated as the most influential work of art of the 20th century and launched a major revolution in art history. At the same time, this art event also triggered a discussion about the boundary between art and non-art. In his book "Art and the Aesthetic", Dickey points out that whether a work of art can be recognized depends on two conditions: "First, it is an artifact; second, it has a set of aspects conferred the status of a candidate for appreciation by a person or persons acting on behalf of a particular social convention (in the world of art)." ¹ This doctrine severed the connection between art and aesthetics and led to the emergence of more and more works of art that were completely unaesthetic and did not belong to aesthetic objects.

At the same time, the creation of art which merely depicts the object without adding one's own thoughts also becomes boring and superficial. As Danto says, "It used to be such a privilege to live in history, but little by little I began to feel how fascinating it was to be free from the restrictions of art... There's no longer endless debate about what the right way to make art is." That is to say, art has changed from the pursuit of "form" to "behavior", that is to say, art is no longer limited to the traditional realism, there is no longer a conventional standard of good or bad, otherwise it will hinder the thinking and action of the creator.

The transformation of aesthetic culture will inevitably change the mode of contemporary art education. This content will continue in depth and expand in the following article.

2. CURRENT STATUS OF CONTEMPORARY ART EDUCATION IN CHINA

With the high development of China's socialist process, art design permeates every aspect of the market economy. Art design is one of the most rapidly developing majors in the catalogue of majors offered by colleges and universities in China. Due to the late start, short development time and lack of experience, China's art design education system is not complete. In the meantime, in order to cater to the market, many colleges and universities

follow suit to set up art major out of utilitarianism. In the past 10 years, more than 1000 colleges and universities in China have set up art majors. According to the "2013 Art Education Industry Analysis Report" released by China Art Talent Network, from 2002 to 2013, the number of colleges offering art majors in China increased from 597 to 1,679, while the number of art examinees increased from 32,000 to 1 million. In the past 10 years, the number of art colleges and universities increased by more than 1,000, and the number of art candidates increased by 30 times. ² This shows that the art major is so hot, but the teaching quality is uneven.

With the expansion of art design major in colleges and universities, examinees of art examination follow suit. Most art examinees have not studied fine arts for a long time, many of whom choose to study fine arts because of their low level of cultural courses, which makes it difficult to meet the requirements of the college entrance examination. They just take chances, hoping to take a shortcut to university. The threshold of art education is lowered again and again, and the educated seem to no longer need to master the laws of beauty. But it is impossible to lay solid basic skills in a short time, which is no doubt not conducive to the discovery and selection of artistic design talents.

Through investigation, it is found that sketch and color courses are still the traditional basic courses of sketch and color, rather than the design sketch and creative color courses targeting art design majors. "It is a fatal mistake if students spend the first year of college still on revisiting old lessons with old attitudes," Whitehead said in "The Aims of Education". Students majoring in art design selected through the art college entrance examination still learning sketch and color foundation after they enter the first year of university is lagging behind in art education and is not conducive to talent cultivation. ³ This education system, however, is homogenized across the country and does not stand out with Chinese characteristics.

At the same time, it doesn't require too much hardware equipment to set up art major. The major can even be offered as long as there is enough space. Since professional practice accounts for a

1. Dickey, *Art and the Aesthetic*.

2. China Art Talent Network. "2013 Art Education Industry Analysis Report"

3. Whitehead. *The Aims of Education*.

very high proportion of art design courses, both teachers and students need to combine theory with practice. At present, the teaching hardware of China's art colleges and universities is not perfect, which not only refers to the traditional computer, multimedia classroom, but also should include other more important professional equipment. For example, furniture workshop used in furniture design course of environmental design major, professional instruments used in building model making and so on are all necessary. Insufficient equipment will eventually hinder students' learning interest and learning efficiency, making it difficult to achieve professional training goals.

3. WESTERN ART EDUCATION CONCEPT AND TALENT CULTIVATION

Since the establishment of the first art college in the Middle Ages — Desano Academy of Fine Arts in the West, art education has gone through a long period of development, and has been gradually improved in teaching methods, teaching techniques, teaching environment and equipment. In the West, children begin to receive art enlightenment education from kindergarten, and formal art design education from middle school, so that students can continue to receive art education more smoothly after entering university, which perfectly connects the transition between middle school and university. In the UK, for example, there are five compulsory courses for students in junior middle school, including mathematics and English. Art is divided into two subjects, art and design, and students can choose either according to their own will and take the corresponding exam. In senior high school, the art major was further divided into painting and sculpture, costume design and fabric art, etc. Design is still a separate discipline. At this time, students can choose three subjects to study according to the higher education they want to receive. After high school, students will receive one more year of basic education in art and design before entering higher education, which will prepare them for the university education. Art education in the UK is very holistic, and students' learning at all stages can be perfectly connected.

The most significant difference between Chinese and Western art design education systems is the difference in teaching modes. Western colleges and universities attach great importance to cultivating students' innovation ability. In 1886, Austrian art educator Zizek attended the Vienna

School of Fine Arts, where he received the traditional education of copying and sketching. He deeply felt that this kind of traditional art education only cultivates the same craftsmen, but does not promote the creativity and imagination of the students. Later, Zizek discovered that children are very fond of scribbling on paper and even on walls and floors, and sometimes they can draw beautiful graffiti. This is the difference between children's and adults' creative ways. Children are more creative and imaginative. Through the collection of children's graffiti from various countries, he finally formed a new educational idea: to develop children's natural imagination and creative passion while freely expressing, instead of continuing to follow the traditional basic education model. In 1904, Zizek opened a children's art classroom in the Vienna Polytechnic School. He stimulated children's creative enthusiasm through fairy tales and imagination through guiding methods, and spontaneously explored the expression methods of modeling. His innovative education concept has been recognized in the field of education, and has deeply influenced and inspired art educators from all over the world.

Teachers in art colleges and universities in China first emphasize the steps and methods of painting when teaching painting, and students only paint realistic pictures in practice. This teaching method actually restricts students' thinking and behavior. In the UK, teachers first describe the effect to be achieved, that is, what is to be expressed is the beauty of the object. What students have to do is observe objects from different angles, and then freely choose different materials and techniques to express them. In the process of teaching, teachers will give guidance to students according to their own styles and characteristics, so as to maximize the retention of students' creativity and imagination.

In China, college teachers generally must have a certain degree and professional title. However, in Western countries, the requirement of teachers' academic qualifications and professional titles are relatively loose, especially for art and design majors with strong practicality. Teachers often serve as designers in design companies. They often have rich practical experience, and have a keen perception of market demand, and clearly know what kind of professional quality the society needs. On the other hand, teachers who are also designers also have a large number of design projects, which they can turn into teaching content to connect students' study and work.

4. RESEARCH ON THE NEW MODE OF ART EDUCATION IN CHINA

The essence of art is beauty, and the nature of art education is aesthetic education. But with the development of the times, many new phenomena have emerged in art. As mentioned above, art is no longer about expressing beauty. On the contrary, with the development of science and technology, the times have repeatedly reduced the requirements for art, and aesthetic education has been retrogressed into technical education, which has resulted in large-scale enrollment expansion, emphasis on technology and neglect of art, and a single teaching model for teachers. In view of the current situation of art education in China, the author studies and discusses the new mode of art design education.

Like all higher education, art design education in colleges and universities, aims at cultivating talents. The difference is that art education has its particularity and tends to be perceptual, which requires universities to be different from the universality of other disciplines in terms of educational concepts and management methods. In the contemporary world, the more science and technology is developed, the more artists or designers are required to have a more comprehensive cultivation and comprehensive ability. In many aspects of artistic cultivation, aesthetic cultivation is still the most essential cultivation. Therefore, today's art education should still be based on aesthetics, rather than technology. Thus, against the background of contemporary aesthetic culture, it is necessary to reset the goal of talent training in colleges and universities. That is, educators should get rid of the utilitarianism, return to the essence of art education, cultivate all-round talents who master the law of beauty, can create according to the law of beauty.

Another concern is teachers. According to the characteristics and learning methods of art discipline, teachers of art major should first have a perfect ideological and theoretical system, which can help students to establish a sense of aesthetics and guide students' humanistic awareness, rational judgment and self-reflection ability. Secondly, teachers should be able to help students express their ideas with appropriate ways and materials, not focusing on skills blindly, but focusing on the process of expression.

The development of modern art shows many new features and has become experimental. The

expression of art is no longer just about drawing and creating with a piece of paper and a brush. It requires the emphasis on the diversity of materials and media. This requires universities to provide students with materials processing rooms, as well as digital media LABS. It is convenient for students to show their creativity in different ways without being restricted by the environment.

5. CONCLUSION

The education of contemporary art design shoulders the important task, which is not only about cultivating designers who cater to the society, but also about improving the artistic aesthetic quality of human beings. Although it has many problems, it can certainly unleash greater potential through reform. It is hoped that art education will be improved to cultivate artistic talents with comprehensive quality in the future.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Zifei Guo.

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