

The Dislocation and Construction of Chinese Contemporary Children's Art Education from the Perspective of Aesthetic Education

Yanjie Guo^{1,*}

¹ NWNUP-Conservatory of Music, Northwest Normal University, Lanzhou, Gansu 730070, China

*Corresponding author. Email: 304534720@qq.com

ABSTRACT

Children's aesthetic education is a very important topic in China's basic education reform at this stage. This article starts from the dimension of art education, analyzes the dislocation of children's aesthetic education at this stage, and proposes constructive thinking. The article points out that the core goal of aesthetic education is to "train people's all-round development." As an important way of aesthetic education, art education needs to take "education" as the core in the education process and respect the student's dominant position. Children's art education only deepens the problem of "educating people" in the process of practice, so that they can not forget their original intentions and reap great results.

Keywords: *Aesthetic education, Children, Art education.*

1. INTRODUCTION

As a part of the Chinese Enlightenment Thought, the modern Chinese aesthetic education theory has distinct localization characteristics. Many modern Chinese thinkers such as Wang Guowei, Cai Yuanpei, Zhu Guangqian, etc., developed modern Chinese aesthetic education theories with humanistic aesthetics for the purpose of human survival and all-round development on the basis of Western Enlightenment. In his article "On the Aim of Education", Wang Guowei pointed out that "a person who is perfect must not be prepared for the three virtues of truth, beauty and goodness," and to achieve this goal, it is necessary to achieve this goal through three ways of intellectual education, moral education, and aesthetic education. He also pointed out that aesthetic education "on the one hand makes people's feelings develop, in order to achieve perfection; on the other hand, it is a means of moral and intellectual education, and educators must pay attention to it." [1] To study contemporary aesthetic education and deepen its practice, two basic levels should be grasped: the first is to take the idea of "life theory

aesthetics" as the starting point and focus on the survival and all-round development of human beings; the second is to use "open self-discipline theory" as a research method. While affirming that aesthetic education has irreplaceable value for the overall development of people, attention should be paid to the openness of aesthetic education. [2] Aesthetic education is of great significance to the development of a healthy personality of children and teenagers. The researchers should think about the problems of children's aesthetic education from the perspective of art education, that is, to analyze the dislocation and construction of children's aesthetic education in China in the process of practice from the perspective of disciplinary practice.

2. DISLOCATION OF CHILDREN'S ART EDUCATION

As China attaches great importance to youth aesthetic education, from macro policy guidance to school curriculum and teaching practice, all have played an active role in aesthetic education to a certain extent. However, in the process of art education practice centered on aesthetic education, there are too utilitarian orientations such as formalism and instrumentalism. As far as the current situation of children's art education in China is

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concerned, the author believes that the following points are the problems that need to be discovered and solved urgently.

2.1 Deviation of Value and Goal

Maxine Greene, a contemporary American educational philosopher and researcher and advocate of aesthetic art education, believes that aesthetic education is first of all humanistic orientation. She believes that "the goal of aesthetic education is to help students learn how to participate in the world through interactions with artworks, so as to build meanings with themselves, others, and society, and then achieve their own growth and social progress." [3] Aesthetic education is based on the overall development of human beings, with the aim of noble aesthetic sentiment and sound emotional expression, and its value is reflected in the personal life development and human social attributes. However, in reality, aesthetic education is embodied in practical activities, abandoning the original intention of human all-round development, and is one-sidedly understood as a specific goal with a utilitarian color. Few people can dialectically and rationally treat social assessment forms such as grade examinations, competitions, and specialty students. More people think that a certificate and a score are the goal and the full value. Children seldom think in the process of learning art, ignoring the diversified characteristics of art itself and its role in stimulating people's imagination and creativity.

2.2 Emphasizing Education Skills But Not Educating People

Since ancient times, there has been a tradition of aesthetic education in China. The "poetic education" and "music education" advocated by Confucius and his Confucianism emphasize that the educated subject obtains the influence of the beauty of nature and the beauty of humanity through aesthetic education, and then shapes the noble personality. With the advancement of science and technology and the development of human society's modernization, human beings are getting farther and farther away from nature. The understanding and appreciation of the beauty of nature and the beauty of humanities are more and more solidified in the narrow "artwork", but they have forgotten the the source of inspiration of the artists — nature and life. As the most direct way of aesthetic education, art education has been narrowed down to the training of professional skills. The social phenomenon of "learning a technique and hating an art" has become an unavoidable problem

for art educators. [4] The physical, psychological and intellectual development of school-age children is not perfect. The enlightenment of aesthetic education needs to be inspired and guided from the multi-dimensional sense of aesthetics such as vision, hearing, touch, smell, etc., and should not confine the dynamic and three-dimensional art form to objective theories and technical elements, nor be taught in a cramming style when students cannot effectively understand and accept it.

2.3 School Art Education and the Rejection of Popular Culture

Popular culture is the product of popular society and is spread through popular cultural media (movies, television, Internet, etc.), and has the characteristics of pan-aesthetic entertainment. As an important part of the tertiary industry, popular culture is widely spread in society, but it is rejected outside the school. It is undeniable that the artistic taste of popular culture needs to be improved, but aesthetic education workers cannot blindly reject popular culture because of this. The reasons are as follows: First, as the prevailing mainstream culture, popular culture has penetrated into every corner of people's social life, and educators must consider the impact of the current cultural environment on children. Second, popular culture has the advantages of being close to life and easy to understand, and it is easier to be accepted by school-age children in the enlightenment stage of aesthetic education. Third, the scope of popular culture is very wide, and there are many excellent works with certain artistic aesthetic value that are worth exploring. A very important part of popular culture is national folk traditional culture. As art educators, it is necessary for them to absorb more precious nourishment from folk culture and art, choose excellent cultural achievements as the material for children's aesthetic education, and cultivate students' national cultural self-confidence.

3. CONSTRUCTIVE THINKING ON THE PRACTICAL LEVEL

In recent years, China has attached great importance to the development and improvement of aesthetic education by school education. In October 2020, the General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education Work in the New Era" to make comprehensive arrangements for the current and future period to promote the reform and development of school aesthetics. The "Opinions" pointed out the positioning of the school's

aesthetic education curriculum: "The art curriculum is the main body, and the various disciplines need to be mutually infiltrated and integrated." And "it is necessary to improve the aesthetics and humanistic quality of students as the goal". [5] Policy formulation shows that China attaches great importance to aesthetic education, but there is still a long way to go from the introduction of the policy to the specific implementation, and the practice in teaching is very important. The following will propose thinking from the practical level:

3.1 Establishing "Aesthetic Education" and "Comprehensive Education" as the Core Educational Goals of Children's Art Education

Contemporary esthetician and educator Zhu Guangqian once pointed out: "Aesthetic education can liberate people's instinctive desires and sublime them, enable people to discover many new and interesting things in life in the universe so as to make life full of vitality, and can make people detach themselves from the most natural limitations, break away from low-level tastes, and reach a higher level of life." [2] The true value and function of aesthetic education lies here. In the important documents issued by the Ministry of Education in recent years, aesthetic education is regarded as an important education policy, and its main purpose is to "educate people" as the training goal. Children's art education with the goal of aesthetic education and educating people should focus on cultivating students' comprehensive literacy, improving their perceptual qualities, knowing how to appreciate art, and being able to master some art-related skills, but rejecting the tendency to over-specialize. Art is interlinked, regardless of painting and music, or classical and modern, this kind of integrated and multi-directional thinking should run through art education from beginning to end.

3.2 Respecting Children's Status as the Subject of Education and Fully Affirming Their Status as the Subject

"People's view of children depends on a series of historical, cultural and personal factors. From the perspective of historical development, there is a gradual development from adult-centered to child-centered." [6] With the development of education, teachers pay more attention to the dominant position of students in the teaching process. As the subject of education, children have different psychological

characteristics, levels of intellectual development, comprehension and acceptance abilities, and hobbies at different stages. On the other hand, because of the difference in children's family education environment, their own perceptual literacy and aesthetic interest are also very different, which raises new questions for art educators — how to carry out art education in the context of uneven humanities and artistic literacy of students, and internalize it into the perceptual quality of students. In the teaching process, teachers need to teach students in accordance with their individual characteristics and give full play to their subjective initiative in order to achieve good results in aesthetic education through art education.

3.3 The Flexibility and Compatibility of Teaching Content and the Scientific Diversity of Teaching Methods

The author mentioned above that there are certain limitations in the selection of materials and content of children's aesthetic education in China, and the excellent popular culture and the excellent traditional Chinese culture have not been effectively explored. For example, provinces and regions can add local folk traditional music elements on the basis of part of the fixed content according to their own regional traditional music culture, and they can also hire folk artists to the school for art exhibitions and teaching activities, so that students can have a deeper understanding of the excellent traditional arts and culture around them. The arrangement of teaching content can be more flexible and vivid. Teachers are the executors of teaching activities, but the main body of teaching activities is students. Positive guidance and the cultivation of interest and ability are indispensable links in teaching activities. Teachers can choose flexible and diverse teaching methods to inspire students, fully open their senses, mobilize students' synesthesia ability, and guide students to learn to think, dare to transcend and innovate in the process of art learning.

4. CONCLUSION

As the main channel of aesthetic education, the school's art courses in the basic education stage are undergoing huge reforms. The school, the society and the family have formed an open education system that cooperates with each other. This is a challenge as well as an opportunity for art educators. Only by grasping the core goal of aesthetic education, focusing on the all-round development of "people", respecting and protecting the nature of children, can the educators cultivate all-round development talents

with good aesthetic qualities, innovative spirits, and a sense of social responsibility.

AUTHORS' CONTRIBUTIONS

This article is independently completed by Yanjie Guo.

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