

Research on the creative function of college art education teaching

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Abstract: *The functions of art education in colleges and universities are varied. At present, the functions of art education in colleges and universities are more to improve the artistic quality of college students, cultivate their sentiments and perfect their personalities. The above aspects are indeed the main body and basic functions of university art teaching. In fact, the role of university art teaching goes far beyond the scope of art teaching. College art education has many functions, one of the most important functions is to develop and cultivate students' creativity. In the current situation of the serious proliferation of exam-oriented education, it is of great practical significance to conduct an in-depth discussion on the role of art teaching in universities.*

Keywords: *art education; Personnel training; innovate*

1. The social function of art education and teaching in colleges and universities

(1) College art education is a kind of aesthetic education

Fundamentally speaking, art education is a kind of aesthetic education. The main purpose of art teaching is to present beautiful things to students in the form of vision and hearing, and guide people to appreciate and pursue beauty with the expression of beauty. The art teaching in the university is to make the students have a deeper understanding and understanding of the beauty of human nature in this aesthetic process, so that they can look at life with an aesthetic perspective and get an aesthetic experience beyond practicality from the real social life.

The role of aesthetics in college art teaching is closely related to the cultivation of people's creative ability. We understand that science and art are not mutually exclusive, but interconnected. The difference between the two is only relative. In their deepest essence, science and art have essential similarities. Science is to discover the essential laws from nature, man, and things. This law is actually a strong aesthetic, is a kind of internal beauty. Whether it is the geometry created by ancient Greece, the physical laws created by Galileo, Newton, Einstein, etc., or the laws summed up by astronomers about the movement of the stars, there is an amazing beauty.

Even in mathematics, logic, chemistry, which are extremely abstract subjects, the law of numbers, the law of thinking, and the arrangement of elements summed up from the perspective of human beings are very beautiful. It is a beauty of simplicity, harmony, symmetry, and it brings a great beauty not only to those who discover it, but also to everyone who studies and touches it. Therefore, fundamentally speaking, the essence of scientific inquiry is a kind of "beauty", and scientific inquiry is actually the creation of beautiful things. Since ancient times, the pursuit of beauty has always been the biggest driving force for people to explore science and achieve innovation. If a person does not appreciate beauty and does not cling to beautiful things, it is difficult for him to have a strong desire for inquiry, and it is difficult to have a strong creativity. This is why in the history of science, there are many great people, are great scientists and artists.

During the Renaissance in Europe, Da Vinci was very good at this, and he was very good at both science and art. Many scientists can do scientific research while also learning several kinds of art. This fully shows that at the deepest level, science and art are very similar, and also shows that artistic beauty has a very important significance for scientific and technological innovation. Therefore, in the art education of colleges and universities, students can be educated in aesthetics, so that they can accept the influence of beauty, so as to stimulate their innovative consciousness and develop their creativity, so as to play a great role in promoting their future innovation in theory and practice.

(2) Art education is conducive to improving students' creative thinking ability

Art teaching has its own characteristics, which is different from cultural education. Art teaching not only inculcates abstract procedures and symbolic knowledge into students' minds, but more importantly enables them to enjoy intuitive vision and hearing. In general, knowledge education focuses on the cultivation of students' abstractness, while art education focuses on the cultivation of students' figurativeness. The emphasis of knowledge-based education lies in the development of the left brain. The focus of art teaching is to teach the right brain. However, the research of modern brain science shows that the training of image thinking in the right brain of human is of great significance to the development of teenagers' creativity. Through investigation, it is found that human creativity is a very complex thinking process, in this process, there must be two ways of thinking. One is reasonable, the other is correct. Creative thinking is essentially an interaction between logical and non-logical thinking modes.

When carrying out creative thinking, scientific research and invention, in addition to using logical thinking methods such as analysis, synthesis, abstract generalization, reasoning and proof, it is also necessary to use non-logical thinking methods such as association, imagination, intuition and inspiration. The essence of innovative thinking is a kind of creative thinking, which requires our thinking to go beyond our understanding, beyond our experience, the essence of innovative thinking is a "new" word, a new "thing", a new thing, a thing that has never appeared before.

This basic feature of creative thinking makes us not only stay in logic. The function of logic lies in the fact that a logical way of thinking alone cannot go beyond the scope of human knowledge and experience; its function is to maintain a relationship with previous thinking. Often, this does not lead to new thinking. Creative thinking is to constantly transcend past thinking processes, methods, and results, and to make breakthroughs in existing understanding and experience. This requires a new idea to participate. It is called "illogical image". This is called association, imagination, intuition, inspiration and so on.

Non-logical images, such as association, imagination, intuition and inspiration, are the seed of new ideas and the source of creation. Without this illogical way of thinking about images, innovation is hard to come by. A history of human creation is enough to prove that many inventions, many new discoveries, are based on association, on imagination, on intuition, on inspiration. And Einstein, it was his imagination that created this theory. For example, he imagined a train moving at almost the speed of light, an elevator moving up and down at the speed of light, and so on. He created this theory by using his own imagination, experimenting in his own mind, and made a great contribution to mankind, which is why Einstein was so critical of the importance of imagination[1-2].

To develop people's non-logical image thinking, it is necessary to develop people's right brain. Many elementary and middle school courses are specially designed to develop the right side of the student's brain and cultivate their image thinking. For example, the reading of literary works in language teaching in middle schools and secondary schools. However, under the long historical condition, there is a kind of exam-oriented education in the ordinary primary and middle schools of our country, that is, the study and training of mathematics, physics and chemistry as the main content. Even the language course is divided into three parts: word interpretation, grammatical analysis and discourse analysis. As a result, there is an overemphasis on the development of the left brain, which leads to their superior performance in mathematics, physics, chemistry, etc., which leads to their high scores in exams. But the right side of the brain is weak, without any connection or imagination. Rigid thinking, narrow, not flexible enough. He's used to thinking logically, looking for the only answer. On the other hand, when thinking creatively and doing creative questions, they show a tendency to lower their intelligence. As a result, in the whole primary and secondary school stage, people's development of the right brain, as well as the training of image thinking, are greatly neglected. If students enter the university and enter their own professional field, then in this field, there is little opportunity to carry out image thinking and right brain training. This makes today's college students appear a very serious "short board" phenomenon, that is, the left side of the brain is well developed, the right side of the brain atrophied, no visual thinking ability, no creativity.

Therefore, carrying out art education in universities can solve this problem well. In college art teaching, vivid audio-visual works, music, dance, recitation, drama and other art forms are used to train and cultivate students' image thinking, so as to realize the development of their right brain and train and improve their association ability and imagination. The problem of "one leg long, one leg short", which has not been solved for a long time, has been changed to some extent. Only in this way, can we greatly stimulate and enhance the creativity of students, in order to better play their creativity. Art education in colleges and universities plays a very good role in people's creativity both from its aesthetic function and from its role in cultivating people's thoughts. To this end, universities should increase the

investment in art teaching, raise the importance of art teaching, and support from the provision of teachers, class arrangements and other aspects. It is of great significance to cultivate high-quality college students and cultivate a new generation of innovative talents.

2. The constraints and bottlenecks of college art education teaching innovation

(1) The goal of art education talent training is missing

In the process of the development of market economy, utilitarianism, benefit and commodity consciousness subtly affect the purity of school art education, resulting in a trend of marketization and commercialization of art education, which impacts and destroys the intrinsic value of art education, and restricts the cultivation of innovative and creative talents. Most comprehensive universities and art colleges follow the "pragmatism" in the path of talent training, and the practicability of art education has been strengthened and highlighted, which has become the path dependence for the development of art education and talent training in colleges and universities in practice. Following pragmatism in professional education cultivates knowledge and skills rather than artists. In the comprehensive education, students can only acquire art knowledge and skills, art appreciation and aesthetic taste have not been effectively improved, and the tendency of "technism" in talent training is serious. In the course training, the study of art history, art theory and other humanistic knowledge is neglected, and insufficient attention is paid to the cultivation of sentiment and the improvement of ideological realm. The art students cultivated under this model lack non-intellectual factors such as personal cultivation and emotional control, so art education becomes technical education and it is difficult to train innovative and pioneering art workers[3-4].

(2) The school itself is defective and does not adapt to the development law of art education

Art teachers have failed to adapt to the rapidly changing development situation of the art and creative industry, and more skilled talents feel at a loss. The development of the art and creative industry requires more creative and innovative talents, and there is a lag in the innovation concept of teachers. The concept of simply cultivating artisan talents should be changed. Moreover, the teacher-centered classroom teaching mode ignores students' subjectivity and creativity, and students' innovation ability, independent consciousness, independent ability and independent behavior can not be cultivated. In addition, art colleges or majors have not established a set of teaching and scientific research combined system and innovative practice mechanism. In the process of promoting scientific research innovation and practical innovation, the proportion of scientific research innovation activities is less than that of cultural, sports and art activities, and the overall level of students' academic research and academic activities is not high, the atmosphere is not strong, and it is restricted by comprehensive factors such as professional characteristics and students' professional quality. The school's evaluation standards for art students ignore the transmission of innovative spirit, quality and achievement transformation consciousness, resulting in students' recessive qualities such as critical thinking and ability not being effectively improved. Reflect on the existing evaluation policies, and promote students' all-round development from the perspective of evaluation ideas.

3. The innovative path of college art education

(1) Clarify the art education talent training objectives

The idea that innovative art education is equivalent to skill education should be abandoned, and the goal of technology supremacy should be corrected. Establish a "quality-based" talent evaluation scale, guide social enterprises, families and students to position themselves according to quality, and change the scale of talent evaluation. Cultural enterprises should advocate the employment concept that skills and humanities go hand in hand, technology and management are equal, and promote the innovation of talent training concept to carry out the innovation of art education. To optimize the course objectives, art courses should be designed based on the characteristics, interests and ability levels of professional students to ensure the pertinency of course objectives. The curriculum objectives should be different. According to the school's operating conditions, major setting, teacher level, student quality and course level, differentiated curriculum objectives should be formulated, strengths should be highlighted and weaknesses should be avoided. Different objectives should be set for public art courses and professional art courses, and different art categories should be integrated to optimize students' knowledge structure and improve students' personality. Enhance the aesthetic taste and exert the unique value of art education. Curriculum objectives should be hierarchical. Courses of different grades and

directions should have different starting procedures and course arrangements, and courses should be provided to improve knowledge and skills. Attention should also be paid to the role of emotional and ability courses in cultivating students' comprehensive literacy. The curriculum should be set up from simple to deep, from simple to complex and ensure the continuity of the curriculum.

(2) Colleges and universities should innovate art education management models

Teachers of art colleges and universities should actively adapt to the reform requirements of the era of big data, determine the talent training goals according to their own school-running characteristics and the actual situation of students, combine the training of elite talents, general talents and professional talents, and cultivate composite and applied art talents for the society to meet the development requirements of the era of big data. In addition, all colleges and universities should make clear teaching goals according to the requirements of the era of big data. With the social change, the art education in our country is also showing a development trend of a hundred flowers. Different types of colleges and universities should follow different principles in the training of art talents. For comprehensive universities, emphasis is placed on the cultivation of comprehensive and broad-caliber artistic talents; Normal colleges and universities attach importance to the cultivation of students' theoretical knowledge and practical skills. Professional art schools should focus on cultivating elite artistic talents. The advent of the era of big data has broken through the traditional boundaries of teaching, and the Internet has provided a new platform for the training of art talents, and art education has also begun to extend from the classroom to the Internet. Therefore, when carrying out art education activities, we can make full use of open mutual assistance platforms such as Weibo and wechat to break the space and time restrictions of traditional art education, promote an open management model, and meet the needs of talent training in the era of big data.

(3) Improving the curriculum structure of art education

The construction of art curriculum system from popularization to depth, from theory to practice, compulsory extension to elective form horizontal and vertical complement. First of all, basic theory courses should focus on the cultivation of students' basic theoretical knowledge of art and basic perception of art. Instead of blindly promoting skills and skills learning at the very beginning of art education, basic theory courses should give full play to their comprehensiveness, universality and general characteristics, and start courses related to art aesthetics and culture. Art History courses highlight students' ability to critically evaluate different forms of artistic expression and provide students with opportunities for creative experience. Secondly, the art development course is a professional promotion on the basis of theory, learning artistic skills to stimulate innovative thinking, artistic creativity and artistic expression. Through the study of art appreciation, design history, traditional skills and other courses, students can improve their artistic aesthetic level, emphasize teacher-student interaction in classroom teaching, deepen students' understanding and knowledge of art, and enhance their ability to discover, express and shape beauty. Moreover, in addition to the art curriculum resources with local characteristics, school art education should be closely linked to the exploration and application of the advantages of regional characteristics resources, adapt to the innovative needs of art education serving the regional economy, and seamlessly connect with the development planning of cultural and creative industries. The development of courses with local characteristics should be rooted in local cultural resources and cultivate innovative and creative talents who are familiar with regional cultural characteristics and regional markets. Finally, in the process of constructing art practice courses, we respect the cultural and creative industries' demand for art talents, combine art practice courses with practical activities, and form an art education pattern that radiates the whole school, with art students with special talents as the focus and art teams as the surface.

(4) Integrate innovation and humanities education to promote all-round development

The development of cultural and creative industries emphasizes the harmonious unity of theory, skill and practicality, which determines that art education should be committed to the cultivation of comprehensive talents. Combining art innovation education with humanistic quality education is an important path to ensure the balance of students' artistic talent, humanistic science and natural science knowledge structure, and to cultivate comprehensive and coordinated talents suitable for industrial development. Art education should not only be about skills education. In the process of the vigorous development of cultural and creative industries, art categories are continuously refined and disciplines are constantly crossed and integrated. Based on the comprehensive talent training, attention should be paid to the cultivation of students' moral quality in art education, the penetration of moral values in art practice, the promotion of artistic aesthetics, and the appeal of artistic goodwill. Improve the ability of artistic activities and evaluation of artistic talents. In artistic activities, through careful observation and understanding, rational analysis of social market needs, from the design, creation, interpretation and other perspectives to create a variety of art works, to meet, guide and create artistic social life. Social benefit is the criterion to test art education. From the perspective of technology and demand, we should

grasp the spirit of The Times keenly and deeply, and cultivate talents with innovative spirit and comprehensive quality.

(5) Change teaching methods and improve innovation ability

In the era of big data, art teachers in colleges and universities should change traditional educational thoughts and concepts, correctly understand the requirements of the era of big data, break the traditional teaching system and art teaching pattern, overcome a single professional perspective, face up to the deficiencies of art education at the present stage, grasp the essence of visual and art education in the era of big data, and look at art creation from a broad perspective. Cultivate comprehensive and individualized artistic talents. All colleges and universities need to adjust the teaching mode according to their own characteristics, reform the teaching methods, implement online video courses, realize the organic combination of theoretical teaching and practical teaching, increase the proportion of practical teaching, provide students with opportunities for social practice and artistic practice, follow the principle of heterogeneity, and improve the appeal of artistic works on the basis of grasping the teaching content and teaching theme. In addition, colleges and universities should focus on the cultivation of students' innovative ability, exert students' subjective initiative in learning, tap students' artistic talent, adopt diversified teaching methods and means, inspire students' innovative thinking, and make art education develop towards a high-level and digital direction[5-6].

With the coming of the information age, the single and traditional talent training mode has fallen behind the needs of The Times. Although the western art design education concept has been introduced into Chinese colleges and universities, the understanding and cognition of art design education lack a long-term vision. In the era of big data, art education talents in colleges and universities should reflect the characteristics of individuality. The creation of art works is a process of expressing individuality. Art education should be based on students' artistic foundation and interests, improve students' self-awareness, combine contemporary aesthetics with art education, and enable students to have unique insights into the art world and promote students' personalized growth. In addition, the school should also pay attention to the construction of art teachers, although the reform of art education in recent years has made some achievements, but there are still outstanding problems. Colleges and universities should strengthen the construction of teachers, formulate scientific education routes according to the characteristics of teachers and college teachers, and train backbone teachers with both teaching and research ability[7].

4. Conclusion

As the base of talent training, colleges and universities bear the heavy responsibility of cultivating high-quality innovative talents. At the same time, college education has an important function of educating people, which ensures the healthy growth of students through the play of value orientation, thought cohesion, behavior constraint and quality improvement. The process of art education is the process of stimulating creative personality to fully develop. It is an important component of the cultural construction of colleges and universities, which is not only the need to promote the healthy development of colleges and universities, but also the need to promote the healthy growth of students and cultivate innovative talents.

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