

A Study on the Teaching of Secondary School Students' Creative Ability Cultivation under the Core Literacy of Art

Wang Siya *

Tian Jiabing College of Education, China Three Gorges University, Yichang, Hubei, 443000, China

*Corresponding author: 958842841@qq.com

Abstract: The concept of the new curriculum reform is that in middle school art education, students should be cultivated in art core literacy. Therefore, in the teaching process of art subjects, teachers should take the cultivation of core literacy as a major teaching goal and develop a series of effective countermeasures to meet the growth and development needs of middle school students, so as to realize the cultivation of core literacy. As art education is the main site for cultivating students' creative abilities, it is especially important to cultivate core qualities for secondary school students during the period of forming creative consciousness, practical spirit and scientific literacy. The rate of advancement caused by exam-oriented education in China has become a stumbling block to the development of China. Therefore, it is necessary and urgent to strengthen the research and discussion on art classroom teaching. However, in terms of the current art education practice, there are still a series of problems. Based on the goal of secondary school art teaching, this paper focuses on the core art literacy that students should have. This paper analyzes the problems that exist in current secondary school art teaching and discusses how to achieve core literacy in secondary school art classroom teaching, responding to the teaching goal of educating people through aesthetic education, which can help students' overall development.

Keywords: Secondary school art, Core literacy, Creative abilities

1. Introduction

The development of students' core literacy is an important task of basic education in China. Core literacy refers to the character and important abilities that are essential for students to be able to adapt to the overall development of social and economic development. The curriculum core literacy refers to the essential character and important abilities for a certain subject [1]. At this stage, all subjects in China have requested specific content of core literacy training, and take the initiative to call on institutions and teachers to pay attention to the cultivation of students' core literacy, and the classroom teaching of universities try to cultivate students' long-term ability as the basic orientation, so as to cultivate students to develop good curriculum core literacy for the people. Therefore, the aesthetic education at the junior high school level should highlight the core literacy of the students, so that they can lay a solid foundation for the future and let the secondary school students comprehend the perfect aesthetic elegance and aesthetic ability, so that they can make basic dedication to the cultivation of the necessary character and important ability of the students at the later stage. Therefore, the analysis of the cultivation of the core literacy of secondary school students in arts and crafts has a value of use that cannot be ignored [2].

Art education is a basic curriculum, which plays an irreplaceable role in cultivating students' aesthetics and improving their overall quality. As a crucial period for the formation and development of creative consciousness, secondary school students are in a period of rapid physical and mental development. At this time, they are full of curiosity and interest in new things, like to observe all the natural phenomena and artistic images around them, and they are still in a time when they have a strong desire to explore and seek knowledge, but they also lack the ability to learn the basic knowledge system systematically and the good quality of independent thinking. Therefore, school education must take the cultivation of students' aesthetic quality as an important element to grasp the teaching work.

2. The Connotation of Core Literacy Development in Junior High School Art

The core literacy of students in art subjects is mainly expressed in five aspects, which are related to image literacy, art expression, aesthetic judgment, creative practice and cultural understanding.

Image literacy is a child's ability to carry out cognitive ability, more and analytical judgment in various forms from image modeling, colors, and principles based on different art writings and using learned art expertise in the process of art course content learning. With the continuous development of society, the way of image culture media has been revolutionized because images are very visual and transmit richer meanings, therefore, the only way to better appreciate the meanings in images is for students to have strong image literacy skills [3].

In the process of teaching art classes, teachers rely on art language expressions based on traditional or contemporary mainstream media to guide students to create art works with their own ideas in the process of learning art, or to use the process of creating art works to complete their own views and emotional expressions.

Aesthetic judgment is the ability of students to make their own opinions about artworks by comparing and cognizing the beauty of artworks and identifying the visual culture of life in the process of art learning, and aesthetic judgment is gradually forming a basic professional quality that is indispensable for students in art learning.

Creative practice means that students in art learning training and its teachers in the process of art course classroom teaching, it can be based on the needs of the development of the art course, brain and hands to carry out the level of creative works of art writings. On the one hand, the teacher in the art course teaching can build a better practice service platform for students, so that students can use the thought, imagination and other various ways, for a variety of art elements structure with art connotation of writings. On the other hand, students integrate the practical service platform constructed by the teacher in the learning process, combine their basic knowledge with practice, carry out practice and creation according to the outgoing hand, and can feel the beauty of art in the art learning process [4].

Cultural understanding refers to guiding students to explain different types of artistic cultural characteristics from a cultural perspective in the process of art classroom teaching in middle schools, and in the process of learning, we can respect the artistic cultural meanings of different countries and nationalities. The history of art around the world time in the long term development process into the main expression of the Chinese national spiritual belief culture carrier. By instructing students to use the cultural competence meaning to feel the history and culture of other countries in the art classroom teaching activities, the teacher can not only cultivate the concept of valuing the culture of other countries, but also make students aware of a large number of outstanding traditional-style cultures, and through such cultural education activities, students can be better able to promote outstanding traditional-style cultures [5].

3. Problems in the Cultivation of Core Literacy in Junior High School Students' Art

3.1. Art Teachers Neglect to Work on Students' Core Literacy

Some middle school art teachers feel that they need to make their students aware of more art disciplines and clearly understand the differences between different countries and genres in order to truly develop their core art literacy. Therefore, teachers emphasize teaching textbook materials, even if they do not have much content, and will download their own art materials for students to observe and learn from. Long-term observation and learning can certainly give students a better sense of artistic beauty, but if they lack actual practice, their impressions of artwork recognition will slowly fade away. Moreover, junior high school students have not fully developed a conscious sense of creativity, and when they lack guidance from their teachers, it is difficult for them to create art effectively. And in art creation, it is very important to have a good and correct basis for creation. If the teacher fails to provide good guidance at the beginning, it will lead the students' aesthetic and creative abilities in an unpredictable direction. In serious cases, it will have an impact on students' artistic perception and creativity, and in serious cases, it will suppress the creative talents of some students and make them lose motivation in art creation [6, 7].

3.2. Students' Learning Enthusiasm in Art Class is not High

Although most junior high school students show special interest in art class, the reason why they prefer art class is usually that they don't have to practice questions or be asked by teachers in art class, and they can be distracted in class and other factors. Only a few students are enthusiastic about art courses because of their enthusiasm for learning art. After interacting with excellent art teachers, it is found that the attitude of middle school students towards art classes in the classroom leads to students' wide acceptance of art classes, but the students' awareness and enthusiasm in the classroom is very low [8]. Therefore, dealing with the problem of students' low enthusiasm for art teaching is the main test to improve the core quality of junior high school art students.

3.3. The Setting of the Art Teaching Curriculum is not Scientific Enough, and the Content of Art Teaching is more Solidified

The new curriculum reform requires us to adhere to the goal-oriented, precise implementation policy and innovation-oriented, strengthen the disciplinary education orientation, follow the benefits of the law of learning plastic arts and the stages of students' psychological development and sustainability, and consider and design the curriculum in stages. Therefore, secondary school art and culture education must reform and innovate the structure of the art curriculum according to the needs of secondary school students' development, maintain the fundamental sense of responsibility for moral education, combine curriculum content with practice, and improve its overall quality. The focus of secondary school art education can be divided into three control modules: art assessment, art drawing and design application. Learning about art means learning from the layman's point of view and then gradually increasing the introduction of specialized knowledge, which can provide a good foundation for students' artistic knowledge [9]. However, at this stage of specific teaching, some secondary school art teachers focus too much on practice, and many practical art drawing classes are crammed into classroom, interior art appreciation and art design courses. At the level of basic theory interpretation, the introduction of art history and the interpretation of art culture and art form a relatively small part of some art teachers' courses. This emphasis on "practice" and neglect of modern logical curriculum content has led to a misperception of the art curriculum. The mere treatment of art as painting seriously undermines the core qualities of art students. Another major problem is the boring content of secondary school art classes. Some secondary school art teachers do not pay attention to the independent innovation of the curriculum, completely ignore the characteristics and requirements of students, and read from a book. A large amount of teaching content goes global, which defeats the original purpose of aesthetic education [10].

3.4. Art Teachers' Teaching Methods are Single and Stylized

Art class aims to enable students to master the aesthetic way, the ability to appreciate, use and taste the beauty of life, and to improve students' appreciation, practical activities and creativity in the process of learning and using. However, because the art course has been neglected for a long time, schools and teachers are not interested in the content and form of the art course. At this time, most junior high schools in China still adopt traditional art teaching methods. Art teachers only give basic theoretical explanations, the courses are personalized, and the artistic methods used are outdated. In class, students have no time and opportunity to share their ideas [11]. The lack of interactive classroom teaching reduces students' motivation to learn art, and even makes them bored with art classes in the classroom, which leads to students' lack of interest in learning. The form of art education in grammar schools is rigid: art teachers stay in comfortable rooms, unwilling to take responsibility, and do not study practical teaching methods that cannot meet the needs of students' aesthetic education. Traditional classroom teaching can't awaken students' exploration, and it is not helpful for shaping students' breakthrough ability, which is not conducive to students' all-round development.

4. Teaching Research on Cultivating Secondary School Students' Creative Ability under Core Literacy in Fine Arts

4.1. Using Process Evaluation Mechanism to Guide Students to Love Art Learning

In order to improve students' interest in art and their participation in teaching, we believe that in teaching, a process evaluation mechanism should be used to evaluate their creative thinking and

creative results dialectically. Its advantage is that it captures students' eagerness for teacher's approval, so that they can participate in art teaching more actively. Through the process evaluation, students with low artistic level can also be praised, and students with high artistic level can be praised as a result, so that all students have a sense of satisfaction and mobilize the enthusiasm of all students [12]. In addition, if we combine some teaching activities, such as free creation, so that students can get happiness from art activities and get a sense of satisfaction from teachers' evaluation, then they will have a strong interest in art and participate in art learning more actively and actively, which is also an effective strategy to improve the core literacy of art in junior high school. In the case that the overall level of fine arts is low, teachers can start with appreciation class, and first train students' aesthetic judgment, so that low-level or stepless students can be praised by teachers with their own efforts, thus improving their interest in art.

4.2. Stimulate Students' Interest in Art Study and Cultivate their Artistic Expression Quality

In the process of art study, we can make full use of traditional and modern media materials, thus forming a visual image that can express our thoughts and feelings, that is, we can use art works to reflect our imagination and conception ability, and we can use art expression ability to solve problems in real life in the practice of subject integration, which is the students' art expression literacy. In order to make students use what they have learned to express their feelings and understanding of art, and thus form individual works of art, it is necessary to make students interested in the study of art. Therefore, in the process of art education in middle schools, teachers can use the unique aesthetic feeling presented by art works to fully mobilize students' interest in art learning, stimulate their intrinsic motivation of expression, guide them to boldly carry out creation, thinking and practice centered on their own interests, and express their understanding of art, thus improving their art quality [13].

For example, in the classroom teaching design of "Design Patterns" course, teachers can cultivate students' expressive ability in art within the framework of "Mastering Texture" in the next lesson, so that students can gradually form the concept of texture design, master the basic methods of texture design, and apply the study of texture design to decorative design in daily life. First, take a specific course and use images to guide students through textures. Teachers can use multimedia system to show students all kinds of daily life images, mainly clothes, daily necessities and so on, and guide students to explore the characteristics and sampling of this texture. In this way, students can realize that designers draw universal themes and creative inspiration from animals, plants, figures and landscapes in nature, and carefully design certain shapes for two-level creation, thus forming various textures full of visual art rhymes. Next, compare images to guide students to think about the differences between textures and entities, so as to draw texture creation techniques.

4.3. Realize Core Literacy Development through Copying and Appreciation

In traditional art classroom teaching activities in secondary schools, teachers focus too much on the development of students' art professional skills and neglect students' emotional experience of art, which leads to the failure to truly implement students' basic knowledge culture. Therefore, in order to solve this problem, teachers should strengthen the teaching of imitation and appreciation in secondary school art classes. Enabling students to empathize with the author and the artwork in the process of copying complements the formation of cultural and artistic logical thinking. However, in the process of art appreciation, teachers are able to integrate more art thematic elements into students' art teaching resources based on artworks, so that students can better appreciate the unique charm of artworks by appreciating them and further improve the practical effects of students' basic education. Ultimately, teachers should pay attention to the diversity of students' interpretations of artworks in the process of appreciating art in classroom teaching, and develop diversity of interpretations according to the correct direction of students so that they can create an emotional experience of artworks according to their own understanding and further improve the practical effect culture of basic literacy for chemical students [14].

4.4. Change the Concept of Art Learning

The concept of art learning must be changed to make it a top priority in education as core literacy development. Since both teachers and students are concept-oriented, if the concept is not changed, then behavior is bound to create problems. The teacher should set an example and take a leading role. In the teaching process, teachers should change their teaching style, influence and impact them with their own

effective learning and their own understanding of learning and growth, and constantly try new teaching styles, strategies and methods so that they can truly experience the change in the art classroom and stimulate their curiosity and novelty. Teachers should use their teaching philosophy as a guide to guide and assist students' art learning concepts and behaviors so that they meet the requirements of core literacy and are seen as individuals and have the autonomy to participate in art learning. In art education, the teacher should not be the "conductor" but rather the "supervisor," giving students more freedom and allowing them to participate more in the creation of art. Middle school is a period of rapid physical and mental development for adolescents, whose values have not yet been formed, and for whom art education has both positive and negative effects. The advantage is that during this period, students' understanding of art has not yet developed to a deep-rooted level, and teachers who give positive and appropriate guidance will help them to establish a correct concept of art learning. The downside is that students during this period are in a rebellious adolescent period, so teachers need to choose the right approach, both in terms of education and communication, or their usefulness will be greatly diminished. Teachers need to make the best use of the favorable factors and avoid the unfavorable ones in order to provide the right guidance to students in teaching art.

4.5. Enhance Students' Art Appreciation Skills

The creation of art requires a high level of understanding of art, not only a wealth of artistic knowledge and skills, but also a deep understanding of one's own work. Most students, after a period of study, already have a preliminary understanding of art and have a certain foundation for art study. For example, they can distinguish the difference between Chinese painting and other types of painting, they can distinguish the techniques and materials they use, and they can also master basic creative skills. However, if one were to ask a student what the beauty of a work of art is and what the appreciation experience is like, few would be able to answer. In the above example, in addition to introducing cultural traits that can help students improve their art appreciation skills, there are other effective measures that teachers can take, and they should be flexible in their choices.

For example, when learning about animation-related knowledge, many students have a strong interest in animation because they have a strong interest in it. When watching animation works, they somehow feel happy and sometimes infected by it, both excited and sad about a certain picture, but they are unable to appreciate such works from the perspective of art and art, and they do not know why they have a relatively strong emotional reaction. Teachers should show students animated works in a variety of styles and representations, discuss them with them, and encourage them to interact with each other and even discuss them. In this process, teachers should also infuse art knowledge and remind students that they can use this knowledge to communicate in depth and analyze their viewing experience, based on which they can improve their appreciation skills. Art teaching must keep pace with the times and match students' needs and points of interest so that it can better promote students' art appreciation skills and thus provide a good environment for improving their core art literacy.

5. Conclusion

Through art classroom teaching, students can better understand the cultural knowledge of China and improve their innovative ability. The middle school stage is the key period to cultivate middle school students' aesthetic consciousness, creativity and beauty expression, and it is very important for teachers to play a guiding role in this process. In general, the application of psychology to strengthen the psychological counseling work for middle school students is an inevitable trend to promote the psychological health development of middle school students and the development of modern education reform. Therefore, secondary school teachers and schools must pay attention to applied psychology, carefully analyze the psychological problems of students at the present stage, and make certain innovations to the existing teaching methods according to the teaching contents and the level of students' receiving knowledge, so that students can better understand and master the knowledge contents while strengthening the psychological counseling work for junior high school students, correcting students' mental attitudes, improving students' ideological awareness and promoting their all-round development.

References

[1] Will Grant. *Liberal Ideals, Postmodern Practice: A Working Paradox for the Future of Secondary*

- School Art Education in England? [J]. International Journal of Art & Design Education, 2020(1): 39-43.*
- [2] Huihui Xu. *Strategies for Cultivating Primary and Secondary School Students' Music Creative Practice Skills from the Perspective of Core Literacy [J]. Journal of Educational Research and Policies, 2022(11): 45.*
- [3] Connie Hall Stockard. "Imagination Grows by Exercise" Activities to Stimulate Students' Creative Abilities [J]. *Childhood Education, 2012(4):61-64.*
- [4] Dandan Zhang, Mengmeng Feng. *An Analysis of the Ideological and Political Education in Technical English Based on the Core Literacy [J]. Adult and Higher Education, 2022(9):41-44.*
- [5] Xiaobo Ren, Hangmei Li. *Research on Primary and Secondary Schools' Art Education in Rural Areas Against the Background of Regional Ethnic Groups A Case Study of the Second Secondary School of Fengyi Town in Dali City[C]//.Proceedings of 3rd International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2019)(Advances in Social Science, Education and Humanities Research, VOL.310)., 2019:1229-1232.*
- [6] Long Tao. *Monitoring and Model Analysis of Vocal Performance Teaching Environment Using Cluster Analysis from the Perspective of Core Literacy [J]. Journal of Environmental and Public Health, 2022:88-90.*
- [7] Sheoran Sumit, Dhanda Bimla, Duhan Krishna, Malik Joginder Singh. *Impact of School Environment on Rural Young Adolescents' Creative Abilities [J]. Journal of Community Mobilization and Sustainable Development, 2022(3):17-21.*
- [8] Hancai Zhou, Wenjie Xu, Yaobo Zhang, Zijun Wang, Jiahui Li, Yiping Zhang. *Reflections on the Design of Junior High School Science Homework Pointing to the Core Literacy under the Background of "Double Reduction"[J]. Asian Journal of Education and Social Studies, 2022: 77-78.*
- [9] Li Yixuan. *Research on the Current Situation of Teaching and Scientific Research Ability of Primary and Secondary School Art Teachers in Southern Shaanxi and Their Promotion Strategies[C]//. Proceedings of 2017 6th International Conference on Social Science, Education and Humanities Research (SSEHR 2017). 2017:344-349.*
- [10] Dehou Ma, Jinjin Zhang, Manman Zhao. *Research on the development status and training strategies of students' sports core literacy in private colleges and universities in Shaanxi Province[J]. Frontiers in Educational Research, 2022: 55.*
- [11] Nam Joo Young, Kim Hyang Mi. *A Study on Necessity of Application of Design Process in Secondary School Art Education for Enhancing Creative Problem Solving Ability[J]. KOREA SCIENCE & ART FORUM, 2012:10.*
- [12] Wen Xiangping, Zhu Xiaodong. *The Professional Development Path of Senior High School English Teachers under the Background of Core Literacy [J]. Academic Journal of Humanities & Social Sciences, 2022: 66-69.*
- [13] Daker Richard J., Colaizzi Griffin A., Mastrogiannis Ariana M., Sherr Micah, Lyons Ian M., Green Adam E.. *Predictive effects of creative abilities and attitudes on performance in university-level computer science courses. [J]. Translational Issues in Psychological Science, 2022(1):88.*
- [14] Hanbing Meng, Xiaodan Zhang, Xinlei Ge. *Application of Physics Education Information Based on the Concept of Core Literacy [J]. Advances in Educational Technology and Psychology, 2022(8):6.*