

Exploration and Analysis on the Penetration and Inspiration of Contemporary Art in High School Education

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Abstract: *With the continuous progress of the development of education in the new era, the content of art presents a rich and colorful style. It has become a trend of the new curriculum reform to infiltrate contemporary art into high school education. Conforming to this new way of penetration, how to effectively combine the two to carry out high school education is a very important educational goal to promote the quality of high school teaching and achieve the comprehensive development of high school students. In this regard, this paper mainly explores the penetration and Inspiration of contemporary art in high school education.*

Keywords: *Contemporary Art; High School Education; Infiltration; Inspire*

1. Introduction

Teachers will infiltrate contemporary art into the study and life of high school students, which will be conducive to cultivating students' artistic cells and shaping students' humanistic quality. This is also the key and important education content in aesthetic education. It has a very important teaching significance for teachers to train students to complete the whole high school curriculum. Under the influence of the new education concept, teachers will have a deeper understanding of the rich connotation of contemporary art and infiltrate it into high school education. While summing up the value and significance it gives to high school education, they will focus on selecting effective teaching methods to train students, so as to actively promote the comprehensive development of students' abilities in high school life.

2. The present situation of contemporary art in high school education

In terms of content, contemporary art mainly refers to works of art that express contemporary language and spirit. In the high school education stage, the education of contemporary art generally presents problems such as regional disparity, East and West, developed and underdeveloped, urban and rural differences. In view of the limited cognitive ability of students in senior high school and the extremely rich and diversified content of contemporary art, if the teachers do not give specific and active guidance when infiltrating it into senior high school education, students may not be able to fully understand the expression connotation of contemporary art works, resulting in a deviation in thinking and awareness.[1] In this regard, teachers must combine contemporary art works with specific appreciation, analysis and guidance for students, so as to enable students to have a better understanding of positive thinking. For example, the content expression in some contemporary art may be different from our traditional cultural content. Under such circumstances, teachers should give specific guidance to students, so that students can truly understand the theme content and ideas expressed in contemporary art works, and learn to distinguish the value significance of art works, in order to ensure that students can establish a correct understanding of values, learn to respect art. At the same time, it can also strengthen the effect of students' own learning process in high school.

3. The penetrating function of contemporary art in high school education

3.1. *It is helpful for students to understand and grasp the current culture*

In the current era of economic globalization, foreign culture is more and more deeply into our lives.

As a changeable art form in art, contemporary art can enable students to enhance their ideological cognition in the process of understanding its content. Therefore, in senior high school teaching, the infiltration of contemporary art will enable students to recognize and grasp the current culture to a certain extent, and can face the current diversity of cultural content more objectively and positively, so as to correctly distinguish the significance of cultural values.

3.2. It is helpful for students to develop innovative thinking ability

Under the influence of diversified art culture, students sometimes have some deviations in their understanding of art. Therefore, the teacher focuses on guiding students' cultural discrimination and appreciation ability, so that students can deeply analyze the ideological content conveyed by contemporary art works, and thus more objectively understand and view contemporary cultural content. When teachers cultivate students' appreciation ability, they show students the dynamic form of art images and the evolution process of life, so that students can observe and think calmly, and gradually think and understand contemporary art from their personal perspective. In addition, teachers can guide students to correctly grasp cultural ideas, which will subtly develop students' innovative thinking ability.

3.3. It is beneficial to the shaping of students' spirit of the times

Contemporary art is closely related to the reality of our life and has extremely rich contemporary meanings. Contemporary art pays more attention to the expression of subjective ideas in art creation. Therefore, in the process of education, senior high school teachers must combine the appreciation education of works with the development of contemporary thoughts to ensure that students' learning ability conforms to the requirements of the current era. When contemporary art permeates into high school teaching, students' subjective creativity will be more stimulated. Teachers can actively and scientifically guide students to understand contemporary art, and can also cultivate students' certain dialectical thinking and developmental spirit of the times.

4. The mode inspiration of contemporary art infiltration in high school education

4.1. Attracting students' interest in contemporary culture

Contemporary art is an all-round and multi-faceted art phenomenon, such as clothing, industrial products, new handicrafts, garden architecture, etc. Its value mainly reflects the contemporary development connotation. It is created from our contemporary culture and reflects the contemporary experience society. In the field of fine arts, it is believed that contemporary fine arts not only have certain contemporary sociality, but also include the specific feelings and views of art creators on the actual life in the creation of art works. Therefore, this is also the reason why the works created by contemporary art creators will inevitably reflect a contemporary social characteristic. The integration of contemporary art into senior high school education can also enable students to understand the overall situation of contemporary culture through understanding contemporary art, so as to be closer to the creative ideas of contemporary art, and enable students to have a more real understanding of the life, culture and values transmitted by the content, which is more conducive to bringing more different cultural experiences of contemporary art to students, so as to attract students' interest in learning contemporary culture.[2]

For example, when contemporary art appreciation is added to high school education, in order to make infiltration teaching not too formal, students can really have a deeper understanding of contemporary art works. Teachers can take their contemporary art as a breakthrough, and students can learn more about contemporary art, in order to deepen students' interest in contemporary culture. The teacher can introduce the film "The Beloved Van Gogh" to the students, show the contemporary art screenshots in the film, so that the students can enjoy it through the large multimedia screen, understand that the contemporary art contained in the film is everywhere, and only need the students to explore and appreciate it with a pair of eyes looking at beauty. In this way, students can better integrate into the study of contemporary culture, while rendering a good high school education atmosphere of contemporary culture and attracting students' interest in learning contemporary culture.

4.2. Paying attention to students' reading ability of contemporary images in teaching

Because the development of information revolution and science and technology are developing synchronously, it has also greatly changed the way that human beings receive information, which is no

longer limited to text transmission.[3] The gradually emerging image mode based on network video and voice has gradually become an important media of information communication. When people choose the appropriate image technology, image technology also affects people's cultural choice. Living in such a contemporary image environment, teachers must pay attention to guiding high school students to learn to identify contemporary art works in teaching, students can understand the contemporary social factors conveyed by graphics and images, and improve their reading and reading ability. At the same time, teachers should also specifically guide students to pay attention to the relationship between contemporary art and society. High school education in the contemporary cultural context is more in line with the background of the times, and also allows students to experience the positive ideas expressed and transmitted by contemporary art.

For example, when teaching and learning the ability of collection and creation, and when using waste to transform the art content, they can let the students appreciate the contemporary artist Xu Bing. He spent two years on large-scale art installation to create the art work "Phoenix". The raw materials for the creation of this art work are all from the waste and labor tools of some construction sites. Teachers can show such a contemporary art work through multimedia, so as to inspire students' thinking progress in reading and reading pictures, let students feel some social problems of the working people in contemporary China, and think from the heart to trigger students' humanistic feelings, in order to promote the comprehensive quality education development of high school education.

4.3. Encouraging students to create contemporary art works

In high school education, students will have their own different ideas about the content of cultural learning. Therefore, when teachers infiltrate contemporary art in high school education and guide students to appreciate and analyze contemporary art, they can promote students to form a certain correct dialectical consciousness, and also increase their understanding of the forms and contents of contemporary art. At the same time, when students are more interested and deeply involved in high school learning, teachers should take advantage of the situation to encourage students to create contemporary art works.

For example, teachers should pay attention to the cultivation of students' independent thinking ability, encourage students to express their views on contemporary art in the high school teaching class, and guide students to seriously look at the practical significance of contemporary art creation and its content and ideological form expression. By giving students a comprehensive understanding of the basic content elements of contemporary art, such as body, color, shape and material, students' ability to appreciate and analyze contemporary culture can be substantially improved, and students' ability of imagination, expression, analysis, aesthetic appreciation and creation can be comprehensively improved in the process of high school learning.

4.4. Reasonable penetration of contemporary art innovation consciousness teaching

The cultivation of literacy is not achieved overnight. Similarly, students' innovative consciousness of contemporary art is not all available from the very beginning. So, in the process of high school education, teachers will contemporary art innovation consciousness in the classroom, can improve the students' inner art accomplishment, also make students really effective understanding of contemporary art, so that they have a higher interest in contemporary art learning, and deeply to understand the specific connotation and professional knowledge. Under the infiltration education of contemporary art innovation consciousness, students will be more guided by interest, subtly have a deeper understanding of contemporary art, and will pay more specific attention to the development of contemporary art than in the past, and then understand its characteristics, and actively innovate and create.

4.4.1. The penetration of contemporary art innovation consciousness in high school education is basic

For high school teachers, the improvement of teachers 'relevant professional quality can better penetrate into the contemporary art learning for students, effectively meet the needs of students' development direction, and also help to promote students to understand the importance of the formation of innovative consciousness. In the specific process of senior high school education, teachers also pay more and more attention to guiding students, and pay attention to the content contained in contemporary art to stimulate students 'awareness of innovation and enhance students' innovative potential. High school teachers' own teaching cultivation and their relevant understanding ability of contemporary art professional knowledge play a particularly key role in the process of high school teaching. High school teachers should specifically penetrate into the effective teaching content, so that students can truly absorb

the core theory of contemporary art knowledge. As high school education teacher, therefore, must think about its teaching way, clever use more effective teaching strategy, improve their teaching level, and also want to strengthen their appreciation of contemporary art, to give students in the process of learning, provide higher quality contemporary art analysis teaching, let the students understand the contemporary art professional principle, students on the top of the teacher's explanation, the heart will be more rich in professional contemporary art knowledge learning feeling, which also can stimulate students' innovative thinking.

For high school students, students can have a certain desire to learn contemporary art in the process of high school learning, which will also be more conducive to teachers to improve students' relevant art literacy and innovation ability. Therefore, for high school education, teachers should stimulate students' desire to learn contemporary art in teaching, which is a very important teaching goal. Under the current development of quality education, teachers must fully mobilize the activity of students under the premise of grasping the high efficiency of teaching in the learning classroom, which will be conducive to the development of students' interest in learning.

4.4.2. Reasonable penetration of innovation consciousness to promote the high school art quality education

In the process of the development of contemporary art, some contemporary artists strive to achieve more perfect works, and will also accept and absorb the emerging art creation style with an open mind, so as to integrate, form a new set of art creation characteristics, and present a more unique contemporary art works. In high school education, teachers can introduce this situation to students, so that students can better understand the importance of contemporary art innovation consciousness under the guidance of teachers, and will also promote the personalized development of students. Especially in high school students, they have their own strong personality performance, in the learning process will also have some more unique insights, creative thinking. Teachers reasonably penetrate into education, and encourage students more, which can make students show their own cognitive ideas of contemporary art, but also actively innovate and create, to show their personalized artistic innovation talents.

5. Conclusion

To sum up, by implementing the penetration of contemporary art in high school teaching, the content of high school education will be more vivid and interesting, the content of high school art courses will be more rich and diversified, and the students' interest in high school learning will be enhanced. The classroom teaching atmosphere will be more relaxed, and the students' learning pressure will be reduced. At the same time, it can also inspire students' thinking development to a certain extent, optimize students' values, and let students' hearts really get the deepening and edification of good feelings in aesthetic education.

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