

Innovative Strategies for Undergraduate Art Education Practice under Value Reconstruction

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Abstract: *With the changes of the times and the development of society, people's demand for art education is also constantly increasing. In the new historical era, the comprehensive implementation of quality education and innovative talent cultivation models has become one of the important tasks of higher education. However, current undergraduate art education faces some problems, such as rigid educational concepts, single teaching methods, and excessively theoretical curriculum settings, which restrict the further development of art education. Therefore, in response to these issues, this article attempts to explore how to achieve innovation in undergraduate art education practice from the perspective of value reconstruction.*

Keywords: *Value reconstruction; Undergraduate institutions; Art education; Practical Innovation Strategy*

1. Introduction

With the continuous development and progress of society, art education plays an increasingly important role in today's world. However, the traditional model of art education faces many challenges and limitations, unable to meet the needs of students in the new era and the expectations of society for art education. Therefore, there is an urgent need to explore new educational practices and strategies to adapt to the changes and challenges of modern society. In the era of globalization, networking and digitalization, contemporary art education needs to be based on Chinese traditional cultural resources under the concept of value reconstruction, and take "new technology" as the medium to explore the path of undergraduate art education practice innovation [1]. Value reconstruction refers to the reexamination and redefinition of the core values of art education, in order to drive the transformation and innovation of the educational model. It is generally believed that only by emphasizing individual creativity, diverse forms of expression, and a sense of social responsibility, can art education truly keep pace with the times and cultivate artistic talents with innovative spirit and comprehensive abilities. At the same time, contemporary art education should not only focus on traditional cultural resources, but also examine the value of Chinese culture from a global perspective, and conduct cultural exchange, dialogue and integration with other countries in a more open attitude. Only under the concept of value reconstruction can Chinese traditional cultural resources be full of new vitality and vitality [2]. In the context of rapid social development and change, art education is faced with unprecedented challenges. How to construct an art education model that meets the needs and development trend of China's contemporary society in the context of globalization, networking and digitalization is a problem that the art education of colleges and universities needs to think and explore deeply [3-4]. This article aims to explore how to innovate undergraduate art education practices from the perspective of value reconstruction. Through the exploration and utilization of traditional cultural resources, the application of new technologies, and the research on interdisciplinary collaboration with new media, it is hoped that new ideas and methods can be provided for cultivating artistic talents with innovative spirit and comprehensive abilities.

2. Value reconstruction and art education

Value reconstruction refers to the reexamination and redefinition of the core values in a specific field, in order to drive the transformation and innovation of the educational model within that field. Art education is an important way for colleges and universities to cultivate people, as well as an important means to shape people's spiritual world, cultivate people's aesthetic ability and cultural accomplishment

[5]. With the rapid development of college enrollment expansion and cultural industry, the traditional mode of art education has been impacted to a certain extent. In this new era, the traditional art education model is difficult to adapt to the needs of the new era of art education, the traditional art education model has been unable to meet the new era of talent training requirements. Under such a background, we must re-examine undergraduate art education, combine the characteristics of The Times and the requirements of talent training, and rebuild the undergraduate art education practice model. In the field of art education, value reconstruction means rethinking and repositioning the traditional values of art education to adapt to the needs and challenges of contemporary society. Traditional art education has focused on the teaching of techniques and skills, but with the development of society, art education needs to pay more attention to cultivating individual creativity, diverse forms of expression, and a sense of social responsibility. Through value reconstruction, art education can keep pace with the times and cultivate artistic talents with innovative spirit and comprehensive abilities, providing them with broader development space and the ability to adapt to future society. Undergraduate education has art majors, and gradually promote the reform and innovation of undergraduate art education. First of all, undergraduate universities pay attention to the exploration and promotion of traditional cultural resources. The university actively explores the connotation of traditional Chinese culture and integrates it into the undergraduate art education curriculum [6-7]. For example, schools can set up traditional culture and development of The Times courses in musicology, fine arts, drama, film and television, etc., in order to strengthen students' understanding and cognition of traditional culture. In addition, the school also actively organizes cultural lectures, exhibitions and other activities to broaden students' cultural horizons and improve their artistic quality. Secondly, undergraduate colleges use "new technology" as a medium to build a bridge between traditional cultural resources and contemporary art education practices. The school has set up new era art courses such as digital media technology and digital art design, linking modern science and technology with traditional culture, encouraging students to use modern science and technology to explore and innovate traditional cultural resources in course practice. Finally, undergraduate colleges can use "new media" as a platform to explore effective paths for cross-border cooperation between undergraduate art education and universities [8-9]. The school emphasizes cooperation with cultural industries and art institutions, providing students with a broader artistic practice platform. At the same time, the school actively expands the social influence of undergraduate art education through new media means such as online live streaming and interactive production, providing more opportunities and possibilities for the development of art graduates. In summary, the undergraduate art education model in undergraduate colleges is constantly innovating, deeply exploring traditional Chinese culture and combining modern technological means to expand students' artistic vision and technical practical abilities, providing a good platform and opportunity for the cultivation of art talents.

3. Mining and utilization of traditional cultural resources

Chinese traditional culture is extensive and profound, with a long history, and contains rich aesthetic thoughts and artistic experience, which provides rich cultural soil for art education [10]. Therefore, art education should first draw nourishment from traditional cultural resources and inject traditional culture gene into contemporary art creation.

In undergraduate art education, taking traditional cultural resources as the main teaching materials can achieve the following two effects: First, enhance college students' cognition and identification of Chinese traditional culture. Now Chinese colleges and universities generally take traditional culture education into the general education system and art education as part of it. However, in undergraduate art education, it is difficult for students to have a good ideological guidance effect due to their lack of in-depth and systematic understanding of traditional Chinese culture [11]. Therefore, it is necessary to carry out courses on the exploration and utilization of traditional cultural resources during the undergraduate stage. Secondly, cultivate students' innovative ability towards traditional culture. Excellent traditional culture contains rich creativity and imagination. Through art education activities, students can be guided to integrate their understanding and perception of excellent traditional culture into artistic practice, and inherit excellent traditional culture through innovation. Contemporary art education, on the other hand, aims to cultivate students' innovative abilities through the creative transformation and innovative development of excellent traditional culture [12]. Therefore, conducting courses on the exploration and utilization of excellent traditional cultural resources in undergraduate art education is not only a requirement for innovative talent cultivation models, but also an effective way to enhance the innovative ability of college students.

4. "New Technology" and art education practice

In addition to the guidance of teachers, the new technology itself can also provide students with more creative space and rich ways to experience [13]. For example, with the help of virtual reality technology, students can "put themselves in" to experience traditional cultural scenes, such as antique palaces, gardens, etc. This immersive experience enables students to have a deeper understanding of the connotation and characteristics of traditional culture. In addition, by using new technological means to create art works, students can have a deeper understanding of traditional culture and better express their views and feelings. For example, in digital painting, students can use traditional cultural elements as inspiration, combined with digital painting technology, to create art works full of contemporary sense; In music creation, students can use digital arrangement and mixing technology to combine traditional music elements with contemporary music forms to create unique music works. Finally, with the help of new technologies, art education in universities can be more open and inclusive, attracting more students to participate in artistic creation. Through network and digital technology, students and teachers can share art education resources, and jointly create and share artworks in a virtual environment. This kind of open art education can greatly stimulate students' creative enthusiasm and artistic inspiration, so as to promote the innovation and development of art education.

Driven by innovative strategies in undergraduate art education practice, new media technology has been applied to the construction of the curriculum system in undergraduate universities. This "new media" curriculum system fully utilizes teaching methods such as multimedia courseware, virtual simulation experiments, and video live streaming in classroom teaching. By combining traditional cultural resources with new media technology, students can experience and understand the artistic value and cultural connotations contained in traditional cultural resources in a more specific teaching scenario [14]. Through this teaching method, students can not only experience the artistic charm and aesthetic value of culture through multiple senses such as vision and hearing, but also cultivate their ability to innovate and practice through new technological means. This "new media" curriculum system is of great significance in the practice of undergraduate art education. It not only helps schools build characteristic courses and improve teaching quality, but also cultivates students' ability to use new technological means for cultural inheritance and innovation, and helps students improve their comprehensive literacy and employment competitiveness.

5. Cross-border cooperation between "new media" and universities

With the rapid development of information technology, "new media" is a cross-media, cross-space and cross-media new media. New media is the product of the development of Internet technology to a certain stage, and its most remarkable characteristic is that it can spread information in various forms. In the era of new media, the way of information dissemination has undergone fundamental changes, and the way people obtain information has also undergone great changes. Compared with traditional media, the most prominent characteristics of new media are multimedia, multi-channel and interactive communication. "New media" not only changes the form of media, but also changes the way of using media. In the era of "new media", people's ways of communication show diversified characteristics, and at the same time, great changes have been made to the way of using media. The era of "new media" is an era in which virtual space and real space blend and penetrate each other. In this case, art education should be transformed from "traditional media" to "new media", from "teaching curriculum" to "teaching practice".

The application of traditional and new media in art education is a constantly changing and developing process. Traditional media has become the most important component of art education, while new media has become an important driving force for innovation in art education.

Firstly, by integrating online and offline educational resources, new media can break the traditional structure and methods of art education courses, and achieve changes in teaching processes and evaluation methods. For example, through network and digital technology, students and teachers can jointly create and share artworks in a virtual environment. This teaching method can greatly improve students' collaborative and creative abilities, and effectively solve the problem of traditional art education being difficult to overcome time and space limitations.

Secondly, the use of new media technology can enrich and improve the content of art courses, stimulate students' learning interest and learning effect, and make them more focused on the study and practice of art education. For example, the introduction of VR, AR and other virtual reality

technologies in teaching can allow students to explore and experience art works in a virtual environment, thus enhancing students' sense of experience and interest in learning art.

Third, new media can also help to break the barrier between art education and traditional cultural resources, and enhance the value leading role of traditional cultural resources in contemporary art education practice. Through the use of new media technology, art education can better integrate and excavate traditional cultural resources and create more rich, diversified and innovative art forms.

Finally, new media helps students expand their knowledge horizons, cultivate innovative thinking, and improve their overall quality. The essence of art education is to cultivate students' aesthetic, cultural, and innovative qualities. New media technology provides students with more imagination space and creative opportunities, while also helping them become more proficient in tools such as digital technology and virtual reality technology, thereby comprehensively improving students' overall quality.

6. Conclusion

The article explores innovative strategies for undergraduate art education practice from the perspective of value reconstruction, and believes that it should be based on traditional cultural resources to cultivate new era talents with artistic consciousness and cultural confidence. Proposed innovative strategies for undergraduate art education practice in the new era: firstly, to deeply explore traditional cultural resources and enhance the value guidance of art education; The second is to use "new technology" as a medium to build a bridge between traditional cultural resources and contemporary art education practice; The third is to explore effective paths for cross-border cooperation between art education and universities through the platform of "new media". The article takes undergraduate universities as an example to analyze the specific content of innovative strategies for undergraduate art education practice, that is, based on traditional cultural resources and using "new technologies" as the medium, to explore the innovative path of undergraduate art education practice.

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