

Research on Innovative Art Education in the New Media Era

Huihui Ju

School of Art and Design, Dalian Art College, Dalian, 116600, China

Abstract: *We are currently in an era of rapid technological advancement, with digital technology constantly evolving. The development of media technology aligns with the information age and has become an integral part of people's lives. In this context, art education must also attempt to undergo transformation to keep pace with the developments of the digital age. This article analyzes the current state of art education and explores strategies for innovation in the context of the new media era.*

Keywords: *New Media Era; Art Education; Innovative Strategies*

1. Introduction

The advancement of science and technology has propelled the further development of the information age, with new media becoming the prevailing trend. Under this direction, various new types of services have been developed, guiding societal transformations. Art education, which has formed a distinct domain as people's living standards have risen, has received attention from various sectors of society, supported by multiple policies in recent years. However, art is derived from people's lives, and the integration of art education with the new media era has become inevitable. Nevertheless, some educators have not fully recognized this fact and have not taken effective measures to reform, significantly affecting the development of art education at the current stage.

2. Development of New Media

New media is a concept in dynamic development, with its meaning constantly evolving in the fast-paced world of technology. Nowadays, new media encompasses various forms of technology, products, communication methods, and behaviors related to media technology. It mainly refers to smartphones, digital television, and various digital screen billboards. The primary characteristics of new media include information dissemination, strong immediacy, and the ability to conveniently access vast amounts of information through various online platforms ^[1]. New media has become an indispensable means and avenue for remote work, distance learning, social interaction, and entertainment in various social activities.

3. Inheritance of Art Education

The 19th National Congress of the Communist Party of China clearly stated the call to promote the development of quality education and cultivate well-rounded individuals who can contribute to society, emphasizing the importance of art education on this path. Art education primarily aims to impart artistic knowledge and skills to people. In the field of aesthetic education, a comprehensive system should be established using various methods, including classroom teaching, art club activities, and public performances. The system should cover courses related to music, visual arts, and cultural arts with regional characteristics, fostering patriotism and disseminating traditional culture more comprehensively and accurately ^[2].

Numerous facts have demonstrated that learning art is beneficial for unlocking students' right-brain potential, enriching their imaginative thinking, and enhancing their performance in academic subjects. Studies have shown that over 60% of Nobel laureates in natural sciences have high artistic accomplishments. Art activities can influence various neural pathways in the human brain, affecting cognitive functions and playing an essential role in cultural education. Moreover, artistic activities can cultivate students' appreciation and cognitive abilities, enhancing their artistic literacy.

Furthermore, art education should fully exhibit its role in aesthetic and emotional education. Art education reflects a person's cultural upbringing, and it has significant comprehensiveness and systematicness. Teachers should fully consider and respect students' feelings and experiences. Art education can quietly nurture individuals, develop students' aesthetic interests, and help them establish the right ideals and beliefs. Based on the main characteristics of new media communication, teachers can use various forms to play videos and audios related to learning content, enhancing the visual and vivid aspects of curriculum teaching.

Lastly, students' participation in art education clubs and other activities should be appropriately arranged. In addition to classroom teaching, students can participate in art clubs, attend art lectures, and engage in artistic practice and other activities. Investigations and studies conducted in various schools have shown that art education can instill students with strong national pride and self-confidence, enabling them to face life with a more positive attitude and enhancing their resilience and interpersonal communication skills. These positive outcomes are mainly reflected in improving students' mental state and fully demonstrating that art education can nurture students' emotions, guide them away from the cycle of rote memorization, and enhance their sense of social responsibility.

In the multimedia environment, art education can efficiently utilize the communication characteristics and advantages of multimedia, reasonably tap into various forms of ethnic art, and promote the inheritance and development of ethnic arts. Art education in secondary schools places a strong emphasis on history and cultural connotations and conducts general education activities such as fine arts, design, music, and drama based on this foundation. Multiple methods are employed to effectively stimulate students' enthusiasm for learning.

4. The Impact of New Media Art on Contemporary Art Education

In the current era, the discipline of new media art education is continuously evolving, bringing about changes in contemporary art education. Firstly, there has been a significant shift in educational and pedagogical perspectives. New media art has incorporated modern and post-modern artistic concepts into contemporary teaching and artistic creation, emphasizing the organic integration of art and technology, as well as interdisciplinary collaboration^[4]. Secondly, there has been a notable change in curriculum concepts. The latest developments and achievements in art are introduced into the classroom as crucial teaching resources. Additionally, research topics with societal relevance are integrated into the curriculum, requiring students' works to fulfill both formal, technical, and personal expressive needs, while also delving into the analysis and contemplation of societal issues, genuinely focusing on societal progress. Thirdly, there has been a substantial shift in how students learn. Classroom teaching is gradually transitioning into online education, and galleries and other creative spaces have become important channels and sources for students to acquire knowledge. The influence of new media art on contemporary art education is becoming increasingly evident, and the specialized education in new media art will have a more positive and profound impact on contemporary art education.

In the development of art education, the role of online platforms is highly significant, with universities, museums, and art galleries establishing virtual online art museums and display platforms. Concurrently, various types of interactive online art courses are offered by schools. The general public can use the internet to comprehensively understand and engage with new media art, allowing for broader participation. The construction and development of media technology have made the internet and digital media indispensable resources in educational teaching.

5. Main Requirements for Art Education in the Context of the New Media Era

5.1 Close Integration of Art Education Curriculum with Technology

The development of technology has significantly influenced people's lives and brought about profound changes to the world. However, current technological advancements primarily focus on exploring the external world, often overlooking aspects of the humanities^[3]. Art is inseparable from people's lives and plays a role in refining their emotions. The new media era presents new requirements for aligning art education more closely with contemporary developments, continuously incorporating the latest research findings. When designing art curriculum for teaching, considerations must be rooted in the developmental aspects of the new media era to remain relevant and not disconnected from the

current information age.

5.2 Art Education Must Cater to Individual Student Needs

The development of the new media era has enriched people's daily lives, and the intrinsic qualities of art can also be manifested in this process. Art education needs to emphasize the integration with science and technology, enhancing classroom effectiveness through a gradual teaching approach. Such an approach makes current art education more open and aligns better with the intellectual content advocated by art education. It provides more space for individual student development, serving as a complementary factor in shaping the future artistic paths of students and cultivating new talents that meet the needs of the era.

5.3 Art Education Must Embrace the Direction of Innovation and Reform

The development of new media brings about various uncertainties due to the changing landscape of the era. However, the rapid information dissemination characteristic of new media is crucial, offering a new direction for the transformation of art education. If art education continues to adhere to traditional forms of expression, it may easily lead to aesthetic fatigue and hinder the development of contemporary art education. This may result in a convergence of current artistic styles, with art lacking what is commonly referred to as creativity. To innovate the form of art education, it is necessary to use the current era as a starting point, break free from the restrictions of traditional systems through innovative forms of artistic education, and better nurture the artistic creativity of students.

6. Factors Influencing Innovation in Art Education in the New Media Era

6.1 Need for Improved Construction of Art Education Knowledge Systems

Currently, there is a lack of alignment between art education and new media, significantly impacting the construction of art education knowledge systems. On one hand, this situation fails to adequately represent and reflect the contemporary context, and on the other hand, it diminishes the effectiveness of teaching. From a practical perspective, theoretical knowledge can fully manifest its visual function, and artistic cultivation emphasizes the development and cultivation of students' visual capabilities, enhancing their sensory functions. Digital media art requires a well-constructed knowledge system that continuously optimizes and adjusts based on innovative mechanisms. However, these goals have not been fully realized in current art education efforts [4].

6.2 Current Art Education Content Lags Behind

Although reforms in art education have been initiated, it is a long-term accumulation process and cannot be completed overnight. The development of the new media era has brought about changes in the field of art education, even though its impact often goes unnoticed. Traditional paper-based teaching methods have largely been replaced by technology-driven approaches. However, influenced by traditional art education, the teaching content and methods currently employed are disconnected from the era and do not align with the goals set for educational reform. Educators should strive to change this situation by enriching the forms of art education, as failure to do so could significantly impede the progress of current art education.

6.3 Shortage of Teachers Proficient in New Media Technology

In the context of the new media era, significant changes have occurred in the art industry and field. On one hand, it affects artistic creation, and on the other hand, it transforms the philosophy of art education, innovating traditional teaching methods. In China, talent development in the field of new media art primarily consists of two forms: low-end professionals with a focus on technology and academic scholars emphasizing theoretical research. This situation is mainly related to the unreasonable talent development structure in higher education institutions. Art schools' teaching staff lacks proficiency in using new media, which greatly hinders the innovative development of art education. In new media education, teachers must dedicate more time and effort to learn advanced professional knowledge. This, in turn, challenges the professional expertise and authority of teachers in the field of art education.

7. Innovating Art Education in the New Media Era

7.1 Transitioning from Abstract to Concrete, Creating a Fresh Art Knowledge System

Efficiently utilize new media to integrate art knowledge, strengthen knowledge dissemination, and disrupt traditional teaching models. In addressing the challenges in constructing art education knowledge systems, we need to adopt a developmental perspective. Embrace change proactively and promote art knowledge systems that align with the characteristics of the new media era, removing barriers to the dissemination of new ideas and encouraging continuous innovation in students' thinking. The deep integration of art education and new media necessitates a significant reliance on digital media art as a crucial foundation. Achieving a profound fusion of theoretical knowledge and professional practice, alongside promoting holistic education and professional development, enriches students' thinking and enhances their cognitive abilities. This, in turn, facilitates the organized development of innovative art education activities. Determining specific forms and structures for new media communication, efficiently utilizing online teaching resources, setting clear educational goals, and identifying the central subjects of art knowledge will create favorable conditions for shifting from abstract to concrete in classroom teaching.

7.2 Experimenting with New Technology to Update Art Education Content

Current art education content often lacks practicality, with students' artistic concepts being overly extravagant and disconnected from everyday life. Educators have not sufficiently integrated practical teaching components, failing to immerse students in the essence of art education in their daily lives. Therefore, when innovating art education, emphasis should be placed on practical teaching to ensure that students carefully observe and understand the conceptualization and techniques behind artistic creations. For example, the introduction of micro-courses can be used to break the constraints of time and space in art education, facilitating students' cognitive processes and enhancing their understanding of artistic creativity. Additionally, the use of mobile devices can bridge the gap between teachers and students, allowing challenging content to be repeatedly reviewed until students grasp the related concepts fully. The introduction of audio and video elements can make the content more tangible, aiding students in understanding art education materials more effectively. This approach makes teaching content more intuitive, which is crucial for the development of contemporary art education.

7.3 Reducing Artistic Homogenization by Diversifying Art Forms

The development of new media requires the perfect integration of innovative concepts and digital technology, where ideas and technology converge seamlessly. While art education is evolving towards diverse forms, it must also focus on fostering students' proactive learning. When guiding students in artistic creation, educators should break free from traditional thinking, gradually instilling independent artistic creation processes. This approach can effectively prevent artistic homogenization and enable students to express their inner thoughts through their work. The new media era has driven the innovation of art education, offering students more sensory experiences and expanding their artistic design concepts. Only by stepping out of their comfort zones to build new media-based artistic concepts and reducing the current artistic homogenization can substantial progress be achieved in art education innovation.

7.4 Building a Professional Teaching Staff to Support Art Education

In the era of new media, innovation in art necessitates the establishment of a professional teaching staff, enhancing the quality and qualifications of the teaching team, and leveraging new media technology to plan and implement art education content effectively, thus improving the overall level of art education. When building a professional teaching staff, it is essential to adhere to the principle of staying up-to-date, reinforce the ideological consciousness and comprehensive qualities of art teachers, and enhance their professional skills. Furthermore, it is vital to strengthen the practical capabilities of art teachers, conduct comprehensive training, and enable teachers to integrate practical experience into the planning of educational content. This empowers students to understand art education content more effectively and enhances their artistic cognition, providing support for their future development. Finally, it is crucial to nurture the professional skills of art teachers, innovate and optimize teaching on the basis of existing foundations, strengthen the comprehensive abilities of teachers, enhance the professionalism and reliability of the teaching team, and achieve the goals of art education innovation.

7.5 Art Education Innovation in the New Media Environment

Firstly, broaden students' horizons. Utilize new media technology and devices to expand students' horizons, enhance their artistic perception, and stimulate their creativity. In art education innovation, fully utilize platforms like WeChat, Weibo, specialized apps, and VR technology to expand knowledge content and adjust teaching methods. Establish diverse and interactive teaching environments, breaking free from the constraints of traditional education. This helps students better grasp knowledge, transform their cognitive processes, foster active exploration of knowledge, and continuously improve their artistic literacy. Additionally, leverage new media platforms to increase interaction and communication frequency among students and between students and teachers, expedite information sharing, and engage in discussions about specific works of art. This enriches students' thought processes and elevates their artistic competence. Furthermore, based on VR technology, create virtual spaces that immerse students in art, allowing them to experience the charm of art, perceive different techniques, broaden their horizons, and achieve innovative development goals.

Secondly, it is to stimulate students' innovative thinking. In the era of new media, we can utilize technologies such as the Internet to expand teaching resources, cultivate students' habits of active learning, and thereby stimulate their thinking. In education, the application of Internet technology breaks the constraints of time and space, allowing students to learn anytime and anywhere, experience different artistic and cultural characteristics, in order to achieve the goal of stimulating students' thinking and enhancing their innovative and creative abilities.

Thirdly, it is to create a favorable artistic atmosphere. In the era of new media, with its strong timeliness and interactivity, coupled with a broad audience, it is very popular among young people. Therefore, in the innovation of art education, we can fully tap into the psychology of young people and the positive teaching atmosphere to support the development of teaching work. For example, organizing academic lectures, literary and artistic salons, departmental updates, and other activities to keep students informed about what is happening around them, attract their attention, generate interest in art, and then stimulate their artistic inclinations. This can be achieved through active participation in a series of activities, enhancing their professional abilities, experiencing the charm of art, and meeting the requirements of innovation.

During artistic activities, students can appreciate various artistic works from different periods and cultures, and through in-depth analysis of these works, they can understand the background of creation and the profound connotations within the works. This, in turn, enhances their artistic cultivation and spiritual depth, allowing them to experience the allure of art.

8. Conclusion

China is currently undergoing significant changes, and it is imperative to attempt educational innovation in the context of the new media era. The nation's emphasis on arts education has reached new heights, and continuous refinement and optimization of its educational methods are essential to improve teaching effectiveness. The impact of the pandemic has led to substantial changes in the delivery of arts education, with the widespread adoption of online courses. Online and offline courses are now being integrated, and teaching is being conducted through various means, including new media. This increased utilization of new media technologies is pushing the boundaries of arts education, expanding the horizons of both teachers and students. The development of new media for the dissemination of contemporary art and culture aligns with this mindset. Teachers must continually enhance their skills in this process to effectively ensure the development of education.

As general higher education in China continues to evolve, arts education, as a branch of it, is also progressing. The current national strategy places a significant emphasis on aesthetic education, and the application of various methods, including new media, can effectively promote the development of arts education.

References

- [1] Cui Yanqing. (2017) *Exploration of Digital Media Art Education in the Interaction of Technology and Art*[J]. *Chinese Journal of Education*, (11): 12-24.
- [2] Deng Yuheng. (2018) *Integration of Folk Art in Shawan Ancient Town and New Media Art Design Courses*[J]. *Art Education*, (21): 131-135.

- [3] Lian Donghua, Zhang Yuehua.(2009) *Integration of Art and Science: An Analysis of Incorporating Scientific Concepts into Art Education*[J]. *Journal of Nanjing Forestry University (Humanities and Social Sciences Edition)*, (2).
- [4] Wang Shenshi.(2019) *Aesthetic Education for the New Era*[J]. *Art Work*, (2): 6-9.