

The Study on Art Appreciation Teaching from the Perspective of Multiculturalism

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Abstract: After the reform and opening up, China's interaction with all countries in the world has increased. In the process of economic and technological exchanges, foreign culture has also entered China, with a great impact. Art, as a kind of culture, exerts some impact on the development of China's national art culture and art disciplines as the important subject of art and culture. In the process of education, it is important to carry forward Chinese excellent traditional culture and absorb foreign culture dialectically to enhance the effect of art education. The communication of culture has promoted the development of the diversified art education. In the context of diversification, art education should pay more attention to the integration and complementarity of professional knowledge and cultural diversity. In the integration of a variety of national culture, absorbing the essence of national culture and mining resources at the same time, it is necessary to identify the mainstream culture, but also inherit and maintain cultural characteristics of their own nations, carry out art education reasonably and effectively.

1. The Idea of Art Education under the Multicultural Background

In recent years, with the implementation of the new curriculum reform, art education has received extensive attention in the educational field, prompting teachers to make corresponding changes in teaching methods, teaching ideas and so on. Under the concept of multiculturalism, teachers should broaden their horizons and link effectively with real life in the implementation of art education, so as to connect education with culture and enhance the effectiveness of education. For art, the cultural atmosphere is relatively strong, therefore, the choice of the implementation of the cultural atmosphere of art education should not be limited to one, but should be eclectic, with multi culture to improve the effectiveness of education, to cultivate students' ability of art appreciation. In the art education in the new age, not only to make the students master the corresponding knowledge of art, at the same time, students should also be able to appreciate beauty and create beauty ability effectively, and understand the cultural value contained in them, to guide students to establish a scientific concept of culture, promote students' comprehensive development. Strictly speaking, art creation is not the purpose of others will desire to meet, but when artists show real feelings, in order to meet the needs of the artist was born, that is to say, the role is not to create art creation, but natural emotion and form. In view of this, teachers should attach equal importance to art knowledge and cultural value in the implementation of art education, and realize the imparting of knowledge and culture.

2. The Method of Implementing the Art Education under the Multicultural Background

The aim of multiculturalism is to be clearly defined. In the educational system, the reason for the inclusion of the art discipline is largely dependent on the cultural value contained in the art discipline. The ultimate goal is to learn the art of the hidden culture to understand and master, inheritance, in a work of art, not only contains a large number of art creation techniques, at the same time, the creators of the times of political culture, economic culture and religious culture are included, through the interpretation of the work, can be contained the value of culture fully tapped,

and promote the understanding and appreciation of inheritance. Under the multicultural background, the purpose of art education should also realize the multi culture, the purpose of art education, multi culture will fully absorb, the fusion, build a multicultural education system, the art in different culture to students, make students understand the important role of art culture in the history of the development. Students stand in the cultural world of art appreciation, improve the aesthetic level of the students. 2. to enrich the content of art education. Teachers in the practice of art education, should be under the guidance of multicultural education, the contents of the appropriate rich, in particular, can be into three aspects: first, to the educational content in popular culture, folk culture, art and so on; second, closely related with the cultural and artistic value daily life, such as architectural culture, costume culture, at the same time, the specific content of cultural choice, should be consistent with the characteristics of the times; third, social issues, the various hot issues related to culture life into the teaching contents, and realize the organic integration of art education, to enhance students' interest at the same time, can also be to improve the teaching effect, promote the cultural education into art education. 3. to build a diversified curriculum model. In the multi culture, a prominent feature is the cultural diversity, the implementation process of art education teachers in the personal bias of culture should be excluded, the realization of the various cultural fair, realizing the multi culture real. Due to the formation of various cultural background is different, so different cultures will exist certain differences, teachers should properly deal with all kinds of culture, and cultural differences, based on the understanding of cultural differences, the culture is conducive to enhancing the teaching effect of the teaching resources fully tapped, effective use of teaching and enhance the teaching effect.

3. The Importance of Art Appreciation from a Multicultural Perspective

In today's society, global consciousness is becoming the basic life consciousness of people. With this global consciousness, human cultural interaction is becoming more and more diverse. This ideology has brought new changes to the educational field, that is multicultural art education. Under the influence of this concept, art teaching has also entered into a new space for development, in 2003 the "ordinary high school art curriculum standard" in curriculum setting, content standards, and a series of learning activities, suggested achievement standards, compared with the previous teaching syllabus has changed greatly. There is a particular point: "at the same time, we should strengthen the study of traditional art and strive to reflect the features of multiculturalism, and enhance the relationship between art and other disciplines." With the implementation of the new art curriculum standards in all high schools in the country in 2007, the new teaching concept has gradually gone into depth. Influenced by the teaching concept of traditional art appreciation, the new teaching ideas and teaching ideas are not completely combined with the teaching practice. In the field of art appreciation, the new curriculum reform also proposed that we should respect multiculturalism and cultivate national aesthetic consciousness, and they have a complementary dialectical relationship. But in actual teaching, students' understanding of the relationship between them is still lacking. In view of the situation of students, it is necessary to moderately strengthen local and national culture in multicultural state, and improve students' sense of identity and cognition towards their own culture. Art is the category of culture, and the teaching of art appreciation should also bear the historical task of inheriting and carrying forward the Chinese culture. The core idea of this article is to explore how to cultivate students' multicultural attitude in art courses, and focus on why we should cultivate multicultural attitudes and how to cultivate multicultural attitudes. The paper mainly includes two parts: cultivating multicultural attitudes, putting forward new requirements for art appreciation teaching, and training concrete practice of multicultural attitude in art appreciation teaching. In the first part, combined with the idea of new curriculum reform, this paper analyzes the importance and urgency of developing multicultural attitude in art appreciation teaching, and puts forward two new requirements for teachers and students.

4. The Background of the Emergence of Multicultural and Artistic Education

The rise and extensive influence of American multiculturalism are the important background of the creation and further development of multicultural and artistic education. American multiculturalism can be traced back to the early nineteenth Century. Until 1960s, the black American Civil Rights Movement broke out in a large scale. Multiculturalism was once again widely concerned and spread to politics, economy, education and other fields. Multiculturalism has many functions. It is not only an educational idea, a historical view, a literary criticism theory, but also a political attitude and an ideology. The consensus among them can be summarized as: the United States is a multi nationality and ethnic country, American culture is a kind of pluralistic culture; different nationalities, ethnic, gender and cultural traditions of the American American experience is different, the United States not to experience a traditional history of a nation or group as the criterion; group identity and group rights is an important content of multiculturalism, and American society must face the reality. On the basis of [1], multiculturalism is frequently seen in the field of American education, aiming at promoting students' understanding of different cultures and their cultural traditions from the stage of elementary education. Multiculturalism education has been followed by multiculturalism education in the United States. The same social issues appear at the same time in the theory and practice of art and art education. In the field of art, there has been rectification of unfair treatment of artists of different identities, especially focusing on the opportunities and fair treatment of artists of different races and sexes. In the field of art education, with multiple cultural values of the critics have repeatedly questioned at the Museum of art and art history, art education curriculum system usually reflects the European centralism as the main values of prejudice, will other cultural groups excluded. The rise and vigorous development of postmodern culture theory has prompted scholars to pay close attention to such social and cultural phenomena. They have interpreted and criticized the biased and distorted cultural and historical concepts behind these phenomena. Scholars in the related fields have made more efforts to restore the authenticity of schools, museum exhibitions and historical textbooks under different cultural backgrounds. According to the social widespread, and direct the performance of race, class and so on uneven phenomenon in art and art education, some scholars began to think about how to solve these problems, the value of art education to the question of how to realize its social construction function, namely the art education how to improve students' cultural awareness, enhance students' self-esteem and cultural understanding other cultural groups? How does art education play its due role in social change? The multicultural and artistic education has gradually formed its own theoretical system and practical characteristics.

5. The Basic Characteristics of Multicultural and Artistic Education

Unlike traditional art education, which aims to cultivate students' artistic ability and creativity, multicultural art education aims at cultivating students' understanding of different cultures and social consciousness. Advocates of Multicultural Art Education Thought in the changing social and cultural environment, the culture provides fundamental beliefs, values and life based model of meaning and structure, which makes individuals become an integral part of various social groups in the organization, at the same time in which to play their functions. Therefore, it is particularly important to understand culture and its diversity in contemporary social life. [8] Multicultural Art Education will be students' aesthetic experience based on the world, a number of national culture art experience, more emphasis on works of art, art history and art phenomenon of social and cultural background of attention, attention to students in the rich social background and the "-38- education" in 2016 ninth school of foreign sense of art study and analysis, the goal is to promote the students through the education of art culture of different art forms of understanding. Not only that, through the implementation of Multicultural Art Education, students can feel the different cultural groups have special cultural and artistic traditions, with different cultural value of art design and media expression, thinking about the problem of art directly on specific cultural groups related to social issues to students, make students pay attention to different culture characteristics and cultural values,

to further explore the social morality and democratic accountability in racial equality and social justice on the basic position to eliminate the cultural stereotype and prejudice, social groups, to explore a series of problems for the students to form a further rise of social consciousness. Therefore, the goal of multicultural art education is no longer just to teach art to enhance students' artistic ability, but to further expand the function of art education, highlighting the cultural and social functions of art in modern human life.

The method of multicultural art education especially pays attention to the spirit of democracy in the process of teaching, directly reflects the cultural characteristics of respect for students in the teaching process, from different cultural groups of students to understand their group culture, respect learning culture in different cultural background art experience. The specific performance is the following key points. First, the teaching method is based on Sociology and anthropology. In particular, it focuses on the nature of culture and related topics in cultural process. It focuses on guiding students to think about how a cultural group is formed and set up its own value system. With such experience, students will pay more attention to the cultural meaning of works and their cultural implications. We should learn relevant knowledge in the field of social culture and explore the cultural connotation. Second, based on this teaching method, teachers should first admit that education is a cultural and social intervention. We must face up to our cultural and social prejudices and always perceive it without affecting the democracy of teaching methods.

6. The Enlightenment of American Multicultural and Artistic Education

For many years, multicultural and artistic education has played an important role in the process of social and educational reform in the United States. The discussion of Multicultural Art Education in American academia has been going on. The extensive research and extensive practice of related topics is enough to explain its influence in the American art education field. In the current development process, China is faced with the basic reality of globalization and multicultural coexistence. The important characteristics of American Multicultural Art Education are of great reference value to the value orientation of Chinese art education and the development of disadvantaged students. First, we should pay more attention to the social orientation of the value of art education. The cultural understanding of young people and the establishment of social and cultural consciousness are directly related to the cultural independence of the future development of our country. This is the social responsibility of Chinese art education in the new era. Second, the implementation of art education should focus on the social and cultural background of students, especially in promoting the development of disadvantaged students. From the current reality of our country, we should pay attention to the role that art education can play in promoting the development of the disadvantaged students. American Multicultural Art Education first is largely derived from the rise and development of national minorities and disadvantaged students fair development concern, practice the core is to cultivate students' understanding of their own cultural identity, respect others enjoy culture, realize education fairness and justice. Art education for disadvantaged students should pay more attention to the art education to help students understand the social pattern of culture diversity, by learning and understanding the process of self culture and his cultural background in art and culture to establish self-esteem and self-confidence, promote the expression of its socialization, accelerate the integration of disadvantaged students, promote the development of social disadvantaged students is an important embodiment of Multicultural Art Education to pursue education fairness and justice purpose.

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