

On the Current Value of Higher Art Education in China

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Abstract: In view of the fact that contemporary art must pay attention to the present, the analysis of its art can be used as an important reference factor for judging the value of contemporary art works. Therefore, the author discusses the current value of higher art education in China. Through the analysis of the significance of art education at present, it finally shows that the ultimate significance of higher art education lies in the cultivation of students' creativity, which is also the core embodiment of the current value of higher art education. Higher art education in China urgently needs to increase the content of the humanities. At the same time, contemporary higher art education has been given different value judgment standards, and different value orientations guide the transformation and development of education in order to adapt to the needs of social development and people's all-round development.

1. Introduction

At present, China has experienced serious shortages and imbalances in educational resources, lack of humanity and creativity, imbalance between education and market supply and demand, deep-rooted “college rights” and lagging development of art education mechanisms [1]. As the most direct productive force, art plays an important role in the process of social development and civilization. People are immersed in the material living conditions and modern civilization created by art science and technology and art [2]. It must also face a series of global crises such as the sharp decline of natural resources, the destruction of ecological balance, and the deterioration of the environment [3]. The so-called contemporary art does not refer to the concept of time, but is judged more on the basis of the spiritual orientation and artistic characteristics of the work, that is, the work must pay attention to the present, must be aimed at reflection and criticism of the present, and should have certain artistic wisdom [4]. Man has gradually become a slave of the mechanical system and pursues the hedonic life of high consumption. The rational pursuit of art and technology pushes the earth and man himself to the edge of disaster. With the reform and development of higher education moving forward, the negative problems brought by the development of higher education: the cost problem should arouse our extensive attention and research [5]. Higher art education plays an increasingly important and irreplaceable role in the development of modern society.

From ancient times to the present, art has always been a category that needs to be constantly explained and given new meanings. [6]. The study of higher art education can not only enrich the theoretical connotation of pedagogy, but also promote the reform and development of higher art education [7]. It is of great significance to study the absoluteness and relativity of the development cost of higher education in order to promote the overall development of higher education in China. [8]. With the deepening and development of science and technology, the scale of art is constantly expanding. Human construction activities have changed from a single conquest of nature to a coordinated development of oneself and nature in the process of understanding and transforming the world [9]. Only with the above three characteristics at the same time can we call it contemporary art, otherwise, it is not. Therefore, it can be said that the analysis of artistic context is an important aspect to determine whether contemporary works of art have certain value. [10]. Art education is a service profession that uses artistic media, image, creative art activities and patients' responses to works to present individual development, ability, personality, interest, concern and conflict. The development pattern of globalization and industrial modernization Art and higher art education are

facing all-round challenges. People rethink the relationship between instrumental rationality and value rationality in higher art education, and the role of education in the overall development of society and people. Art education has many roots and problems to be analyzed.

2. Higher Art Education Needs to Increase the Content of the Humanities

2.1. Problems facing higher art education

As we all know, at present, what is lacking in all walks of life in our country is creativity, originality and things with independent intellectual property rights and more added value. When the problem situation does not correspond to the real environment, that is, when the artist's judgment on the external environment differs from the actual environment that the critics and viewers think, the realistic pertinence of the artwork tends to be biased or its critical validity is weakened. Eventually caused not to be understood and accepted. It is generally believed that education has broad and narrow meanings. In a certain sense, the cost is not only a negation of a certain development goal, but also a negative development form of the goal of further development. Development is a process of realizing the negation and replacement of various reasonable goals by abandoning the price. Higher art education pays attention to the cultivation of art educators who can use art culture to educate people. Educational practice is an important course. Compared with the general audience, artists and those engaged in the study and criticism of art history have a more diversified understanding than the former, but the value of art is unavoidable in contemporary art. The lack of humanities directly affects the students' humanistic spirit, humanistic accomplishment and normal development of human nature. It leads to students' lack of independent personality and spirit, independent thinking, social responsibility and ultimately creativity.

Higher art education is different from traditional science education. It aims to solve the practical problems of art by using scientific, technological and humanistic social knowledge and skills, emphasizing the integration, application, practicality and innovation of education (as shown in Table 1).

Table 1 Comparison between Science and Art Science

Project	Pure Science	Art Science
Objects of study	Idealized and Isolated Objects	Predefined objects
Theoretical structure	The hierarchical structure of the rule system is mainly non-practical.	The Corresponding Theories of Chinese Questions, the Mixed Use of Theories and Their Practicality
Method	Theoretical derivation	Integration of Practical Science Theory
Function	Constructing Research Ability	Solving practical engineering problems
Value	Truth	Ecological instrumentality and value

2.2. Proportion of humanities in art education in China

At present, the proportion of humanities in art education in China is seriously small. From the perspective of teachers in the country, the actual situation of the liberal arts in our university is 80% in science and 20% in liberal arts. We believe that art-oriented art education emphasizes artistic expression while emphasizing artistic expression activities or the creative process itself. The problems raised by the artist do not exist in reality, and their works of art often make the viewers unintelligible. The problem is assimilated with the real environment. The problem is the real environment itself. The art works only serve as a shallow reflection of the real environment and do not have the criticality that should be. In a narrow sense, education mainly refers to school education, which is the development law of educators according to certain social development

requirements and educates. Purposefully, systematically and systematically exert influence on the body and mind of the educated, expecting the activities of the educated to change in anticipation. The essence of development is “a serious process against one's own will and against one's own will”. Under the influence of global economic integration, higher art education has a deeper meaning. On the basis of the construction and accumulation of art, history and culture, contemporary art has been endowed with a new dimension of value and social responsibility.

3. The Significance and Current Value of Contemporary Higher Art Education

3.1. On the significance of higher art education

Art education undertakes different historical missions in different historical periods and stages of development. First of all, we can try to summarize the reasons why great works of art and artists are great. Creation process can regulate the emotional conflict of the parties, sublimate their feelings, promote their self-exploration, integration and enhance their self-experience, enhance their self-awareness, repair or change their own understanding of the outside world and the state of interaction. Promote mental perfection and sensory development. This is not only conducive to the all-round development of people, but also conducive to the harmonious and sustainable development of human society and the environment. Therefore, the ultimate meaning should be to cultivate students' creativity, that is, to cultivate a complete person, to enable students to have a free and independent critical spirit, and to express new ideas and new ideas under the various impacts of modern society with new expressions. . Similarly, if this intrinsic negation mechanism is not included in higher education activities, it cannot be presented as a development process. In foreign art, the profession has become a major in illustration or restoration of ancient paintings. It is no longer in the category of art disciplines.

The specialization and refinement of art disciplines requires the cultivation of a large number of high-level academic research talents to provide human resources protection for research. From the perspective of the development needs of the art discipline, the functions of higher art education are shown in Figure (1).

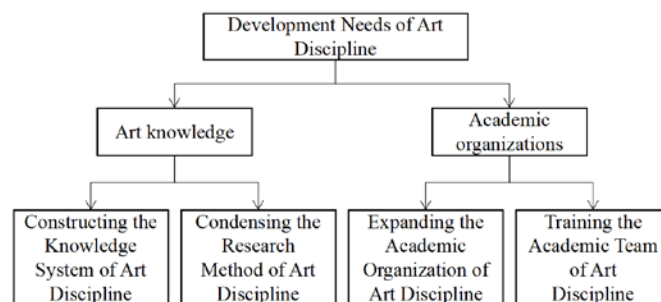


Fig.1. Higher art education function from the perspective of the development needs of art subjects

3.2. Social art institutions and mechanisms still need to be improved

We still encounter many problems after the value meaning of “current sex” is determined. However, the selection of the theme of the Cultural Revolution is not determined by the original spiritual orientation of Pop art, but purely from the need of acceptance and recognition of works of art. It is neither a pure technology nor a dependency of science. Art paradigm attaches importance to art synthesis. Science is integrated with technology, technology and non-technology. It emphasizes the practicality, integrity and creativity of art education. This “missing” and “deal” have inherent objective inevitability and dialectic in the process of social and historical development. This transformation makes the humanistic value of higher art education an interactive chain, which is more direct and subtle. This is something that many artists cannot ignore when they pursue self-expression and highlight their artistic identity. The academic support of various exhibitions that are now appearing is usually based on the “academy”, which represents a “power” discourse. In addition to being recognized in the “academic” mechanism, students have a hard time gaining

recognition in unofficial art institutions.

4. Conclusion

In summary, although there are still many problems in the reform of higher art education in contemporary China, the curtain of reform has been opened. From the enrichment and extension of the connotation of art education, the expansion of discipline construction and the construction of teaching system. Under the multi-disciplinary background, fulfilling the new mission of the society given by the current society, based on the cultivation of talents, and forming a distinctive art education teaching system, the above five parts are the core content of its construction. Art orientation means that art education is the main subject education. Education must pay attention to art practice and art innovation education, and establish integrated and optimized art knowledge, ecological whole thinking and artistic values in practice. In a word, higher art education will surely develop into a relatively independent, complete and humanistic education system. Therefore, in the current environment of China, it is the time to combine the value system of “academics” with the current value system of higher art education, and it is also the time for the comprehensive reform of art education.

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