

Research on the Application of Art Education Form in the Cultivation of College Students' Humanistic Literacy

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Abstract: Art education can improve people's aesthetic psychological structure, cultivate people's rich imagination, keen perception and unlimited creativity. It has rich humanistic connotation and is one of the important assistant methods of humanistic quality education for college students. In the process of humanistic quality education in Colleges and universities, the functions of moral education, intellectual education, aesthetic education and aesthetic appreciation contained in art education can be penetrated into the educational methods to improve the humanistic quality of College students, which can effectively stimulate their innovative ability, enhance their cultural accomplishment and shape healthy personality. This paper starts with the analysis of the current situation of the overall humanistic quality of Chinese college students and the existence of Chinese traditional art, and expounds that the education of combining traditional art with the humanistic quality training of college students can not only contribute to the establishment of College Students' national spirit, but also to the inheritance of Chinese traditional art.

1. Introduction

Art education is an important part of aesthetic education. It includes not only professional art education, but also general art education to cultivate aesthetic perception, appreciation and creativity. Art education has its unique value and function which can not be replaced by other disciplines and it is of great significance to the cultivation of humanistic quality. University art education is an integral part of the whole human culture and a specific cultural atmosphere presented in University campuses [1-3]. College art education takes campus as its main space, students as its main body, and artistic performances in and out of class as its main content. It integrates entertainment, entertainment, aesthetics, psychological adjustment and cultural dissemination [4]. To achieve the goal of quality education, it provides vivid means, forms and contents of education, constitutes the easiest type of education for students, and is the richest and most energetic way of quality education. College art education has its unique advantages in cultivating students' comprehensive quality [5-6]. It embodies various practical values in the process of comprehensive quality education for students.

2. The Connotation and Importance of Diversified Art Education

2.1 The connotation of diversified art education

The concept of pluralistic art education is relatively broad, which is reflected in all aspects of education and teaching, and its concept is dynamic, with the development of art education and teaching and constantly changing. Through the content form of combining with the development of the times, it can provide concrete theory and practice methods for daily art teaching. In the continuous development of art education, in order to adapt to the specific development situation, we have abandoned the traditional single teaching methods, and adopted a diversified teaching mode to ensure that teachers and students based on the reality of development, carry out specific art education work [7]. For example, in the 1990s, the Cold Army and Shichong conceptualized their works of art, transforming them from chaotic realism to conceptual realism, so that their artistic depth in the process of transformation was not affected. Multivariate art education pays attention to

spiritual cultivation. Spirituality is the highest pursuit of art. If art does not have spirituality, it will lose its inner soul and become “craftsmanship” [8-9]. Spirituality is very important to a person or a nation, and what college students lack most at present is this kind of spirituality. In this regard, the education of art colleges and universities should focus on strengthening the formulation and implementation of their solutions. The main method is to strengthen the inheritance and development of our excellent traditional culture. Because of our long history of development, there are many excellent national cultural and spiritual resources, which provide abundant reserve support for the education and cultivation of humanistic literacy and artistic creation of our college students.

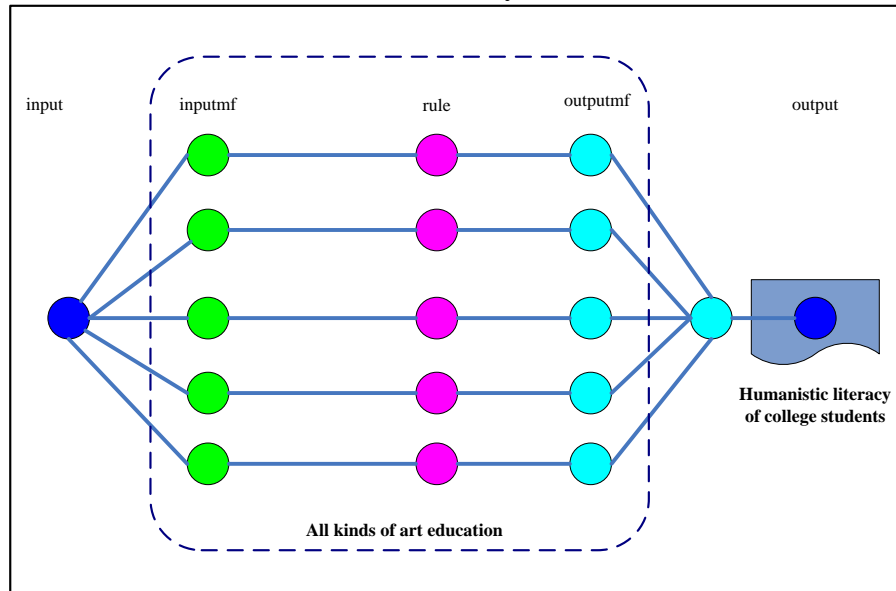


Figure 1 Application model of art education form in the cultivation

2.2 The importance of diversified art education

Art is different from science. We should not abandon the traditional excellent culture and seek development and innovation on the basis of inheritance. Our country's culture and art pay more attention to the strengthening of skills, in order to improve the aesthetic understanding through perfect skills. Diversified art education coincides with the actual development of our country. In the process of development, we can grasp the scale and direction well and focus on the all-round development of form, style and basic skills. In view of how art education in Colleges and universities should promote the development of College Students' humanistic quality, on the one hand, we should pay attention to the research and exploration of western traditional skills and contemporary deep-seated art, on the other hand, we should also strengthen the exploration of traditional Chinese national culture [10]. Diversified art development teaching should be open. Its teaching task is not only to impart, but also to strengthen guidance. Pay attention to the main teaching status of students, so that students can become active and have independent thinking ability in the process of teaching. Because of the increasing speed of social development and space scope, people's aesthetic psychology has changed in subject and object. It also leads to the need for art teaching to turn from static to close the distance between indoor and outdoor life. Respect students' subjective feelings, guide them to think independently and imagine, cultivate keen observation and perception ability and love life consciousness. Diversified teaching is in accordance with the law of art development [11]. It pays attention to the cultivation and education of humanistic quality of art talents. While improving skills, it also needs to strengthen its ideological and cultural connotation to help students develop their minds and innovative thinking abilities, as shown in Figure 1. In line with the development trend of contemporary society in China, we should solve the problem of sustainable development of higher art education in China, actively promote the continuous renewal of art education model, strengthen the exploration and research of art education in the spiritual and practical fields, and promote the art education of college students to a new level of development. The importance of multi-artistic education in different cities is shown in Table 1

and Figure 2.

Table 1 Attention to multi-artistic education in different cities

Ranking	City	Proportion
1	Shanghai	20%
2	Shenzhen	15%
3	Guangzhou	15%
4	Beijing	13%
5	Hangzhou	8%
6	Chengdu	6%
7	Wuhan	6%
8	Nanjing	4%
9	Xiamen	4%
10	Zhengzhou	3%

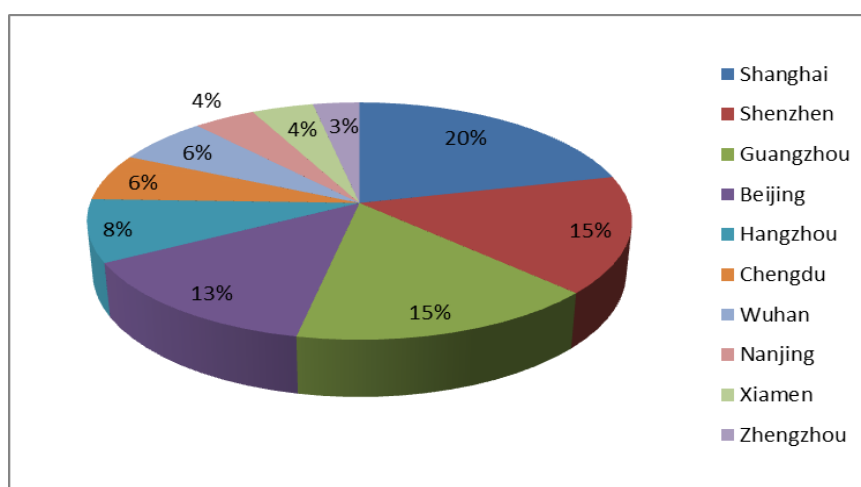


Figure 2 Attention to multi-artistic education in different cities

3. Ways and Means of Implementing Art Education in Cultivating College Students' Humanistic Quality

The combination of Chinese traditional art education in the cultivation system of College Students' humanistic quality is one of the effective ways to inherit and carry forward the traditional national and folk culture, which has a strong degree of innovation and theoretical value; moreover, it has a strong operability, and also has a high practical application value [12]. College art education has its unique advantages in cultivating students' comprehensive quality. It embodies various practical values in the process of comprehensive quality education for students, as shown in Figure 3.

3.1 Including traditional art in the professional course of art students

3.1.1 The compulsory course of Chinese traditional folk art is offered in the training plan of art education specialty.

Art education specialty is the cradle of training art teachers in primary and secondary schools (art, music, dancing). As a future art teacher, he shoulders the responsibility of cultivating the art knowledge and ability of the next generation of students. Therefore, in the learning content system of art education specialty, it is necessary to set up a compulsory course of traditional Chinese folk art. In the traditional art education courses in Colleges and universities, there are Chinese art, music, dance and other theoretical courses. But in these courses, the content of traditional Chinese folk art is very few. Adding compulsory courses of traditional Chinese folk art (according to the professional orientation of traditional Chinese folk art, music, dance) will help students to master

more knowledge of traditional Chinese art, and provide sufficient nutrients for future inheritance of traditional Chinese art.

3.1.2 Traditional art is included in the compulsory course of Applied Art students.

Nowadays, in the process of training students, art colleges and universities strongly advocate the idea of introducing a large number of new foreign art creation methods and art design concepts into art teaching to cultivate students' innovative thinking ability, which is in line with the world art. On the other hand, we should also clearly realize that the world of art does not take the artistic style of a country or a region as a specimen, and with the development of national art, the world of art is also in the process of development, not unchanged.

If we can penetrate the essence of our nation's art into various fields of contemporary art, such as art performance, art creation and art design, we can not only let other foreigners understand Chinese culture, but also promote and integrate Chinese national art into the world stage. Therefore, when art students offer traditional art courses to enable them to receive many traditional art information, they will consciously or unconsciously apply our national essence to their artistic activities.

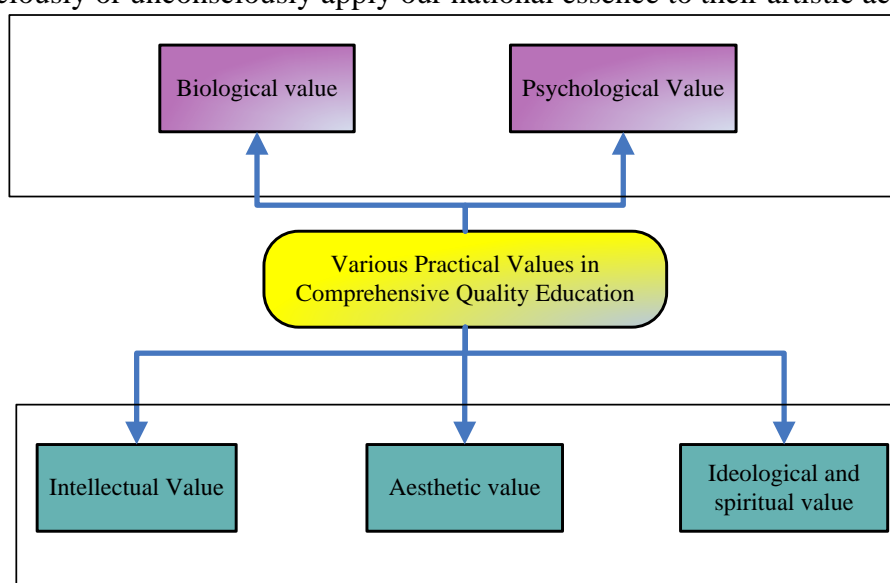


Figure 3 Various practical values reflected in students' comprehensive quality education

3.2 Offering Chinese traditional art elective courses for non-art students

Many facts have proved that art education can cultivate students' correct outlook on life, world outlook and values, and help improve students' ability of perceptual thinking and rational thinking through its own inducing role and appeal. Art education, through the combination of sound and beauty, helps to cultivate students' ability of thinking in image and logic, and forms a positive interactive relationship between art education and comprehensive quality education, thus promoting the overall improvement of students' humanistic quality.

In the formulation of training plans for non-art majors, offering elective courses of folk art, especially combining local traditional operas, dances or arts and crafts, and taking advantage of regional advantages, employing local representative folk artists as teaching teachers, will improve in theory and practice to varying degrees. The opening of such courses can become an important way to excavate and protect local folk art, and also a breakthrough to cultivate the national spirit of college students in China.

3.3 Periodically hold cultural and artistic exhibitions with traditional folk arts as the theme

Chinese folk traditional art forms are diverse and rich in content. Simply relying on offering relevant courses will be constrained by time, region, teaching content, art forms and other aspects. Through holding cultural and artistic exhibitions with traditional folk arts as the theme, students are attracted to participate in exchanges through various forms of activities. Art exhibition will adopt

the pattern of lectures, special performances, interactive exchanges, exhibitions and other multi-level and various types of art activities. On the one hand, it will enable students to experience traditional art, on the other hand, it will encourage them to discover life, understand art, and create art higher than life through their own thinking. Similarly, college students come from all over the world. They can bring the local and national folk art to the exhibition activities, so that college students can feel the rich and colorful charm of traditional Chinese art. At the same time, they can also tap their own artistic potential and improve their personal artistic accomplishment.

Precious cultural heritage is the accumulation of wisdom, artistic practice and national culture of generations of working people over thousands of years. Folk traditional art is the mother of all arts. Chinese traditional art can best embody the characteristics of the Chinese nation. It is permeated with the love and hatred of the working people of China. Warm and festive folk colors, exaggerated and humorous folk shapes, lively art forms, and the emotions of the working people are vividly and vividly expressed in folk art.

4. Conclusion

It is one of the effective ways to inherit and develop national and folk traditional culture to combine Chinese traditional art education in the cultivation system of College Students' humanistic quality, which has certain research and innovation value. Art education is an important carrier to inherit Chinese culture. It has irreplaceable important value and practical significance in stimulating college students' patriotic enthusiasm and cultivating their humanistic spirit. To sum up, there is an inseparable relationship between art education and humanistic quality education in Colleges and universities. Colleges and universities should pay more attention to art education, broaden the field of practice of art education, let art education play a positive role in inheriting Chinese spirit and continuing Chinese traditional culture in the important field of talent cultivation in China, and play a practical role in promoting the humanistic quality of contemporary college students.

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