On the Theory of Chinese Traditional Art Education

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Abstract: After thousands of years of baptism and precipitation, Chinese traditional culture has gathered numerous essences and created many classics. Traditional art is an important part of Chinese excellent traditional culture, which plays an important role in China’s cultural and historical development. The education theory of Chinese traditional art is formed on the basis of the inheritance and development of Chinese traditional culture. The implementation of fine arts education should base on our traditional art education theory and absorb the essence to promote its development. This paper mainly analyzes the relevant content and educational theory of Chinese traditional art education, and studies the embodiment of traditional art education theory in modern application.

1. Introduction

In the new era, we need to eliminate and update the relatively backward contents in traditional culture. But for the essence of excellent traditional culture, we need to hold more correct attitudes and ideas to judge, extract its essence and remove its dross. We should also have a correct attitude towards our traditional art education theory. With the continuous implementation of national quality education and the opening of art education courses, the research of art education theory has been paid attention to. Studying the application strategy of Chinese traditional art education in modern art teaching can enrich the educational theory and promote the improvement of practical effect.

2. Overview of Chinese Traditional Art Education

China’s traditional art education has a long history of cultural heritage, and its painting art can even be traced back to the end of the primitive society. In the process of historical evolution, the traditional art education mainly relies on the secret education theory, which can also be called the experience summary of painters in different times, fully reflecting the characteristics of folk art. In the process of experience education, it usually depends on the savvy and will of learners themselves. In Wei Jin Southern and Northern Dynasties in China, Buddhism painting rose continuously, and many famous painters such as Lu Tanwei and Gu Kaizhi appeared, making Buddhism painting art spread more widely. At the same time, the education and teaching of painting art also appeared in the way of official school running, and adopted the way of craft education, such as handicrafts and painting workshops in the Tang Dynasty. After the Song Dynasty until the Qing Dynasty, painters gradually evolved into professional art workers. At the end of the Qing Dynasty, with the decline of painting art, many painters began to change careers, but there were still some famous painting masters such as Xu Shaowu and Zhang Baifu, whose painting art and skills had a very good level of difficulty, so that many people were unable to catch up with them. Generally speaking, Chinese traditional art education is usually carried out in the form of Master inheritance, and its skills are constantly summarized and developed in the process of master apprentice inheritance.

3. On the Theory of Chinese Traditional Art Education

3.1 Experience Inheritance
The most common method in Chinese traditional art education theory is experience inheritance, which is also called secret education. It refers to the painting masters and painters summarize the skills of art painting through their own experience, and pass it on from master to apprentice, so that their experience can be inherited and spread. This way of art education is mainly applied in the late Warring States period. The inheritance of experience education has a strong style barrier, producing different painting schools emerge in that period. The advantages of experience education are mainly reflected in its more vivid characteristics, which can better highlight its features in the process of painting. This kind of inheritance method is widely spread and applied, especially in the inheritance of minority skills. However, because the scope of inheritance is small and the number of inheritors is small, many traditional skills can’t be developed and even face the status quo of lost.

3.2 Moral Education

Moral education is the essence of our excellent traditional culture in the process of inheritance, which is also fully reflected in the traditional art education. In Chinese traditional art education activities, the primary requirement of teachers for students is to behave properly to improve their characters. The educational theory emphasizes on promoting the right way, which refers to the achievements of moral education. The importance of students’ moral and personality cultivation is greater than their own painting skills. Chinese traditional art education theory has an important degree of emphasis on moral education, believing that painting is like character and can be regarded as the soul of art works. Moral education is the treasure of Chinese traditional art education theory, and it is also an important spiritual connotation lacking in modern art education activities.

3.3 Quality Pursuit

Most of the study and research of traditional Chinese painting masters begin with copying, which is essentially different from plagiarism. In the process of copying, painters integrate their understanding and perception of the Tao, and it is the recreation on the basis of the essence of the original works. The ancient art masters in our country advocated the idea of copying in the education and teaching activities, and took it as the theoretical basis of quality education. Chinese ancient painting masters attached great importance to excellent art paintings. They thought that many art creations are the inspiration and skills improvement obtained in the process of learning and imitating fine art creation. Excellent education theory is the inheritance and development of traditional skills, and will constantly promote the development of art to a higher art field.

3.4 Probation Education

Traditional Chinese art education theory takes probation education as an important standard to judge teachers’ skill level and moral level. The important role of probation education is to guide students to establish their outlook on life and values in the process of art learning and creation, and treat painting art with a more correct attitude. The theory of probation education plays a guiding role in the development of modern art education.

4. Application of Traditional Chinese Art Education Theory in Modern Art Teaching

4.1 Give Full Play to the Role of Family Education

Experience education is secret education, which has a great restrictive influence on the inheritance and spread of art skills. However, the quality of talent training implemented under this concept can’t be underestimated, greater than many popular education modes. Therefore, in order to train more talents with excellent art skills, we can inherit the educational concept through family education, and take family education model as the basis of other education, which plays an important foundation role in training excellent painting talents. The application of family education mode can train the excellent successors and inheritors with their own unique skills more efficiently. Taking family education mode as an important way to train professional talents can promote painting technology to better art field.
4.2 Carry out Research on Copying Teaching

The Chinese painting course pays great attention to the theory and method. The traditional art education theory of copying has been criticized seriously and the innovation in the learning process is more emphasized. However, although innovation is an important driving force to promote the development of art, it is not allowed to ignore the unique educational concept of copying education. Copying can better stimulate the understanding and recreation of learners. Therefore, in the process of carrying out the theoretical research and practice of modern art education, we can have a more in-depth reflection on the educational role of copying, so as to give full play to its educational function. In the theoretical research of art education in China, there has been a radical understanding and criticism of copying for a long time. There is no effective distinction between imitation in creation and copying while learning painting skills. As a result, the basic skills of Western painting have replaced those of traditional Chinese painting for a long time, leading to over advocating Western painting skills, while ignoring the significance of the unique tradition and language tradition in traditional Chinese art painting. Copying is not plagiarism, not a simple imitation, but a way to learn and master traditional painting skills and techniques. Fully studying the content of copying, correctly grasping the relationship between spirit and paintings, understanding other educational issues, and applying copying to modern art education in China can better learn from the experience of traditional art education and provide reference for modern education and teaching.

4.3 Give Full Play to the Role of Moral Education

Art education plays an important role in promoting the cultivation of students’ moral quality, which is highly concerned and valued by all walks of life and the field of art education. Especially in the current market economy, the hot pursuit of material makes people’s thoughts constantly impetuous. Therefore, while carrying out theoretical research and practice of modern art education, we need to pay attention to the embodiment of the moral education concept, make it give full play to its own educational function, cultivate students’ noble character and tough personality, which plays an important role in promoting the comprehensive quality of students. In the modern art education, we need to constantly explore the essence of Chinese traditional art education concept, constantly draw on rich experience to make it fully applied in the process of education and teaching and enhance the educational function.

5. Conclusion

This paper mainly analyzes the related content and educational theory of Chinese traditional art education, and studies the specific application of Chinese traditional art education theory in modern art teaching. The content of this article shows that Chinese traditional art education theory contains experience inheritance, moral education, quality pursuit and probation education, which are the essence of Chinese traditional art education, and have accumulated for thousands of years. In the modern art education work, we can give full play to the role of family education, constantly carry out the research and reflection on copying teaching, and play the role of moral education, so as to cultivate excellent art talents with unique style more efficiently, enrich the current art education theory and improve the effect of practical teaching, and effectively improve students’ comprehensive quality, so as to make the modern art education and teaching work achieve innovative development.

References


