

Research on Modern and Contemporary Art Education Thought

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Abstract: In the early 20th century, the Chinese modern and contemporary art education thought was gradually formed and established in the process of introducing the concept of aesthetic education, and finally formed a variety of aesthetic education activities. Art education, as the most important practical way of aesthetic education, as the most important implementation way of aesthetic education, has attracted more and more attention from all walks of life in recent years. The influence of art education is gradually strengthened, from the traditional virtue education and modern strengthening technology skills education, occupies the more and more important position in the education system, in modern and contemporary education structure and moral education, intellectual education, sports, and gradually implemented in the school education, social education development. To grasp the ideological connotation of modern and contemporary art education, understand its development process, and summarize its historical contribution and contemporary value is of great significance for the implementation of the educational goal of the human overall development, and can also better show the basic requirements of quality-oriented education.

1. Introduction

The Chinese modern and contemporary art education thought fell into crisis in the first half of the 20th century. Due to the influence of the social environment at that time, the modern and contemporary art education thought once stalled and could not find the way forward. Later, after reform, the development direction was re-established on the basis of reality, with the goal of improving people's hearts and transforming the society, paying attention to the promotion of art education in the significance of emotional education, and highlighting the positive influence of art education on emotion and self-cultivation. Specifically, the reform is carried out in the aspects of interest promotion, hobby improvement, spiritual cultivation and sentiment cultivation, from the construction of modern personality knowledge, emotion and meaning, so as to establish the significance and status of art education and emphasize the promotion of the all-round development of cognition and morality^[1].

2. The occurrence of modern and contemporary art education thought

For the analysis of modern and contemporary art education thoughts, we must first clearly understand their historical development process, master several important time nodes, then categorize and discuss, and return to specific historical periods to analyze the connotation and value of modern and contemporary art education thoughts, as well as their important significance for the construction of the motherland, social development and progress of The Times.

2.1 The background of Chinese modern and contemporary art education thought

The universal establishment of Chinese modern and contemporary art education thought is inseparable from the system reform and teaching practice. For example, in 1867, Fujian ship administration school adopted the suggestion of legal director, in 1868, to cultivate young craftsmen as the main goal, since 1880,1890,1895 in 1895, Hubei wubei school, etc., has opened the drawing, drawing, surveying and mapping, etc. In 1898, the national schools set off a boom of opening courses related to art education. In the social environment from the 19th century to the 20th century, China still has a great room for progress and improvement in terms of ideology and system. On the basis of drawing on the excellent experience of other countries, aesthetic education was formally included in the educational policy of "five education" in 1912. Since then, the status of aesthetic education in the education system has been determined, which also provides a guarantee for the establishment and development of modern and contemporary art education thought, just as shown in Figure 1.

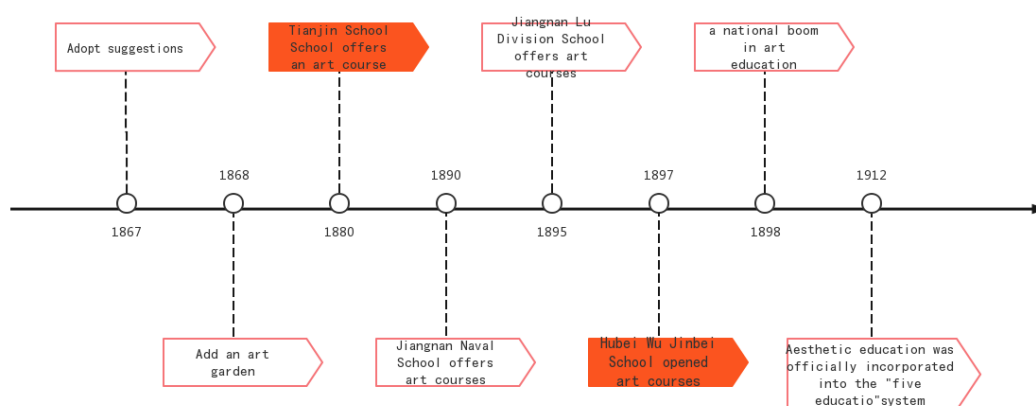


Figure 1 Events of art education thought

2.2 The occurrence of Chinese modern art education thought

In terms of the introduction of modern and contemporary literary and artistic works, philosophy and aesthetic thoughts, it has taken shape since 1900. Relevant content has been introduced in Japan, the United States, France and other countries, the number of imported western literature has increased sharply, and the proportion of social science has gradually increased. According to incomplete statistics, from 1902 to 1904, China translated 327 works, including literature, history, philosophy, economics, law, accounting for 61% of the same period; 112 books related to natural science, accounting for 21% of the total. Wang Guowei, published in July 1903, published in the World of Education, systematically discussed the internal logic and close connection between philosophy and pedagogy in western academic communication, and provided a solid theoretical basis for the development of modern and contemporary art education thought. From then on until

1907, a series of articles related to aesthetic education written by Wang Guowei played an important role in the introduction and development of art education ideas^[2].

In terms of Chinese modern and contemporary art education thought background, from the late 19th century to the early 20th century, pictures, manual began to be widely used in westernization school, as craft teaching course, loved by many students, teaching effect is good, gradually accepted by the national and become part of the basic education content. From the 1870s, the bourgeois reformism in Chinese society to the political movement of reform after the Sino-Japanese War, the restriction of "western use in the Chinese body" was fundamentally broken through, more and more fields began to introduce foreign things, and the objects began to change from levels to institutional reform. The technical level of utensils believes that learning and reform need real talent and practical learning, so it focuses on the training of professional and technical personnel, changes the political system level, analyzes from a more comprehensive perspective, and pays attention to the cultivation and training of new people, thus promoting the reform and innovation of educational concepts.

3. The historical process of modern and contemporary art education thought

3.1 The Establishment of modern and contemporary art education

Chinese modern and contemporary art education thought is closely related to aesthetic education in terms of system, thought and practice. In 1929, The History of Modern Chinese Education Thought, it was pointed out that the initiative of aesthetic education should start from the first year of the Republic of China, and CAI Yuanpei was the person who put forward the initiative for the first time. In February 1912, he published "Opinions on New Education" in Minli Daily, proposing that aesthetic education should be included in the five education system and be regarded as one of the basic goals and requirements for cultivating talents needed in the current era, and should not only focus on other levels. In 1913, Lu Xun translated two articles, The Education of Art Appreciation and Social Education and Fun, which to some extent corrected people's wrong ideas on art education at that time, just as shown in Table 1^[3].

Table 1 The main text basis for the establishment of modern and contemporary art education

	Time of publication or translation	central idea
Minli Daily	In 1912,	Integrate aesthetic education into the "five education" system
The Education of Art Appreciation	In 1913,	Correct people's wrong perception of art education
In Social Education and Fun	In 1913,	Correct people's wrong perception of art education
A History of Educational Thoughts in Modern China	In 1929,	The prominent position of CAI Yuanpei in the development of art education was determined

To before and after the 1920s, modern and contemporary art education thought is generally accepted by education, ideology, increasingly by the attention of the social from all walks of life, art education practitioners began to actively explore the application of art education thought in aesthetic education activities, with specific activities interpretation, realize the positive influence of art education and important role, let it can reflect the beauty of "beauty, edify virtue" significance. Later, he began to link art education with the new culture movement and the transformation of

social life, and the "Chinese Aesthetic Education Association" was established.

3.2 The development of modern and contemporary art education

In the mid and late 1920s to the founding of new China in 1949, the development of modern and contemporary art education mainly embodied in two levels: one is to combine theory and practice, in repeated attempts and practice, accumulate experience, summary method, reflection, published a series of articles, and Cai Yuanpei put forward further deepening, TaoXingZhi, feng zikai, Zhu Guangqian have made outstanding contributions to the development of modern and contemporary art education. Second, in the urgent situation of the revolutionary war, art education plays a deeper role, value and influence, and has become the key to gather the strength of the Chinese people. In June 1922, CAI Yuanpei published the article "Methods of the Implementation of Aesthetic Education", which once again emphasized that aesthetic education and intellectual education, moral education, physical education are in the same important position.

With the establishment of school art curriculum, its educational content and activity form have been reformed and innovated, and the development of social universal education such as the establishment of art departments, art schools and art exhibitions makes the development of art education thought has attracted more intense attention and attention from all walks of life. After entering the 1930s, our country entered the most severe national crisis, in the historical environment of art education also constantly into the development trend of theme content, in the focus of artistic accomplishment and aesthetic taste training at the same time, pay attention to individual sound personality, emphasize through art education and aesthetic education activities guide people consciously undertake the historical mission.

4. The realistic basis of modern and contemporary art education thought

The fundamental purpose of education is to "educate people". Even if a person has a rich knowledge reserve, it is difficult to become a useful pillar to the motherland and society if he does not have positive and correct ideological cognition and values. Generally speaking, on the basis of the reality of social change and historical turbulence, the goal of art education is also deepening and improving, and the influence of aesthetic education activities and art education is also constantly entering the deep field, emphasizing the comprehensive development of knowledge, emotion and meaning^[4].

4.1 Social change and transformation and the establishment of a strong educational country

In the late Qing Dynasty, the representative of the Westernization School was the source of politics. In 1892, he put forward the idea of building a strong educational country, believing that the cultivation of talents and education should not only value knowledge and ability, but also improve the importance of moral quality and personality shaping. In 1895, Yan Fu put forward that national quality was the basis for determining the degree of social evolution, and pointed out the necessity and importance of "moral" education. From 1902 to 1906, Liang Qichao published many articles in Xinmin Cong Daily, emphasizing the importance of building a strong educational country for many times. By the 1920s, the idea of advocating emotional education was clearly put forward, that is, to transform life through art education and aesthetic education activities, so that students can receive good influence and positive influence from it, not only to enable them to have the awareness and ability to discover beauty, share beauty and create beauty, but also to ensure their "spiritual beauty" and be able to consciously assume the responsibility and mission of the Chinese nation. Contribute to and create value for the construction of the motherland, social development and progress of The

Times. In 1933, Lu Xun published his article "Children in Shanghai" with the purpose of criticizing the shortcomings of family education, comparing the differences between Chinese and foreign children's picture books, and proposing that China should create picture books that meet the cognition of Chinese children, so as to provide them with aesthetic education in a variety of picture books, and cultivate their ability to discover, share and experience beauty from an early age. Provide guarantee for future growth and development. It points out the problems and deficiencies of the current forms of art education and aesthetic education, and believes that the paintings read by contemporary Chinese children violate the original intention of art education, just as shown in Figure 2.

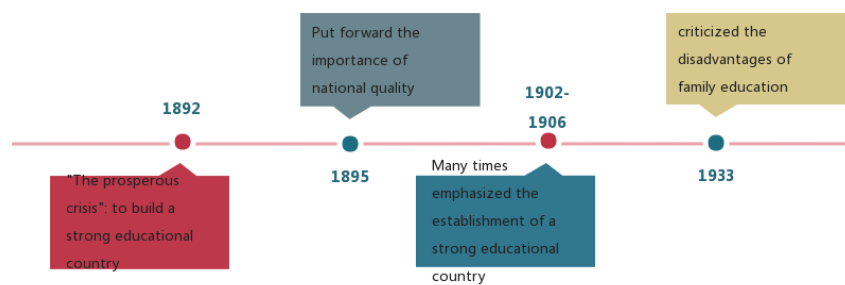


Figure 2 From social transformation to the establishment of a strong educational country

4.2 The rational enlightenment of science and democracy and the comprehensive development of human beings

Since CAI yuanpei in 1901 modern education system general framework to join the aesthetic view, aesthetic education activities as an important part of art education, with its scientific and democratic rational enlightenment way to promote the all-round development of people play an increasingly important role, in modern philosophy, aesthetics, psychology, pedagogy on the basis of development. According to the incomplete statistics of The History of Modern Science and Technology in China, 79 magazines took "science" as an important research field during the May 4th period, and more than 400 newspapers and periodicals related to this. The view of freedom and democracy has become more and more concerned, recognized and valued by all sectors of society, and has gradually occupied a more important position in people's hearts. On the basis of emphasizing the all-round development of knowledge, emotion and meaning, it also pays attention to the coordination between art education, improves the attention to the common development of aesthetic education, intellectual education, moral education, physical education, etc., and actively explores effective integration methods in practice, fully reflecting the goal orientation of "complete education". CAI, feng zikai, lu xun and other education experts and scholars repeatedly stressed, from art and science, moral education and art education and other perspectives, analysis and explore the aesthetic education activities as an important part of art education system of art influence, and from the perspective of theory with practice on deep, all aspects of the analysis. In a word, from the overall perspective, the development of art education is of constructive significance, which has great significance and positive influence on the construction of the motherland, the liberation of the nation and the development of The Times, and is conducive to shaping a sound personality and promoting the all-round development of people. In different historical times, art education will constantly integrate new characteristics and values, and the specific ways of presentation will also change to some extent. It is necessary to change ideas and innovate methods with The Times, so as to achieve more ideal results^[5].

5. The theoretical content of modern and contemporary art education thought

The development of modern and contemporary art education thought is mainly reflected in the process of combining with practice, is the so-called "practice is the only standard of testing truth", so in the process of development constantly make new attempts, accumulate successful experience and scientific methods, to achieve the ideal effect, achieve the goal of sustainable development of art education ideas. At that time, China was in the urgent situation of fighting against Japan and saving the nation. Art education faced the revolutionary struggle, theoretically discussed the mission and responsibility of art education to save the nation, and in practice, explored the concrete practice that art education has become an important force to promote the revolutionary war. It can be said that the thought of art education at that time has effectively stimulated the cohesion and vitality of national unity, so that the people of all ethnic groups can have the confidence to defeat the powerful enemy in such a difficult and difficult years. Under the leadership of the Communist Party of China, it organized the left-wing art education movement and founded the Yan'an Lu Xun Art Institute, which promoted the vigorous development of art education activities serving the revolution under the specific historical environment, and its artistic influence was mapped to a deeper field.

Specifically, modern and contemporary art education thought content thinking from the following three aspects: (1) to build "complete character" as the core of the overall structure of the modern education, need to refine the essence of the traditional concept, on this basis to German education beyond, also to the western and modern Chinese aesthetic education activities and art education practice of reflection, is the process of theory with practice.(2) Art education has the theoretical mode of emotional education, which contains rich emotions and needs specific aesthetic objects. Modern and contemporary art education thought need to integrate knowledge education with humanistic quality to reflect the nature and function of emotional expression.(3) From the perspective of educational structure, the thought of modern and contemporary art education is not the embodiment of one of them, but needs to comprehensively consider multiple factors, organically integrate knowledge, emotion and meaning, and show the complementary and inseparable relationship between the three, just as shown in Table 2.

Table 2 The theoretical content of modern and contemporary art education thought

The first level	Build a modern educational structure with the "complete character" as the core
The second level	Establish the theoretical mode of art education with emotional connotation
The third level	Will know, feeling, meaning three organic integration

6. The embodiment of modern and contemporary art education thought in the practice of art education

6.1 The embodiment of art education thought in the practice of school art education

Cai Yuanpei after the general education of the republic of China^[6], in February 1912 published on the opinions of the new education, after modified finally established the relevant content and education, put forward the idea of "education" and become the theoretical basis of education reform of the republic of China, aesthetic education success become independent in the education policy and education system. In September 1912, the Ministry of Education in Beijing promulgated the Educational Purpose Order, which formally incorporated aesthetic education into the system of primary and secondary schools and demonstration schools in the form of a document, providing strong support and guarantee in terms of policy. In September, November and December 1912, the

"Primary School Order", "Secondary School Order" and "Normal Education Order" were successively promulgated, just as shown in table 3.

Table 3 The embodiment form of art education thought in school education

	time	primary coverage
Order of the Little School	1912.9	Add painting, handwork, singing and other art education subjects
"Order of Middle School"	1912.11	Add painting, music, song, handwork and other art education courses
The Order of Normal Education	1912.12	Add drawing, handwork, music and other art courses

In addition, the "University Order" also makes relevant documents according to the connotation and characteristics of aesthetic education, makes a policy explanation, establishes the position of art curriculum in school education, and makes aesthetic education activities as a carrier of art education to play a positive and important artistic influence.

The "Primary school Order" stipulates that art education subjects such as drawing, handwork and singing should be added in the primary education stage, the "Middle school Order" stipulates that the art education courses such as drawing, music and handwork, and the "Normal education order" stipulates that art courses such as drawing, handwork and music should be added. This shows that modern and contemporary education thought plays an important influence in the practice of school art education and can provide theoretical basis for the development of education system in various stages. In 1912, under the guidance of aesthetic education policy, the art education curriculum played an important role in the history of school education development. It created a system of promoting five school education, and promoted its smooth implementation and efficient development. It is also on the basis of modern and contemporary art education thought that school art education courses are more rich activities, and the types of aesthetic education activities are more interesting and flexible, playing a positive and positive artistic influence.

The development course of school art education practice.

6.2 The establishment of professional art science departments and professional art schools

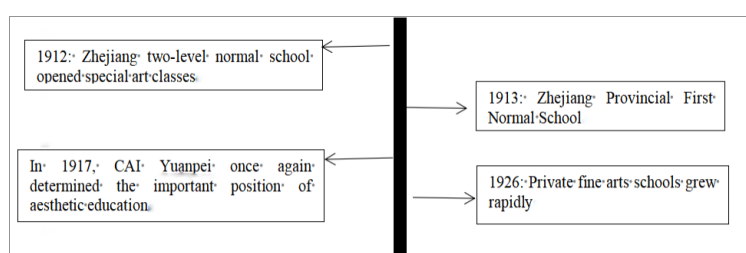


Figure 3 The establishment process of professional art schools

With the development of art education in school education practice, more and more professional art departments and professional art schools have been successfully established, playing a more and more important role in it. In order to meet the needs of educational teachers, the first professional art department was set up in the normal school. For example, in 1912, the two-levels of Zhejiang Normal school opened a special class and became the No.1 Normal School in Zhejiang Province in 1913. Feng Zikai, Pan Tianshou and other outstanding art education talents all graduated from this school. In 1917, when CAI Yuanpei became the president of Peking University, he further determined the important position of aesthetic education in the educational system. As far as private art schools are concerned, from 1910 to 1912, gao Jianfu and Zhou Xiang successively established

several private art schools, which rapidly increased to more than 20 in 1926, which was a relatively fast growth rate, just as shown in Figure 3.

6.3 The embodiment of the art education thought in the social art education practice

"Society is the best university", in which individuals can be promoted and developed in a more comprehensive way. In his article "Methods of Implementing Aesthetic Education" published in 1922, CAI Yuanpei discussed how to implement aesthetic education in various fields, including the social field, and detailed to every step and aspect of life. It is believed that art education should be carried out in various forms of activities throughout human growth." Published in 1931, "the aesthetic education of China in twenty-five years", CAI Yuanpei summarizes the achievements of seven aesthetic education development, in the museum of social practice, art exhibition, music concert, from a more objective perspective illustrates the art education thought in the social art education practice. It is proposed that art education should play a positive influence, achieve more ideal results in the continuous change and innovation, and achieve the established goals.

7. Conclusion

To sum up, this paper makes a brief study and analysis of the modern and contemporary art education ideas, and determines the important position of aesthetic education activities in the art education system, as well as the important value and positive influence of art education at all levels. In the future construction of the motherland, educational development and changes of The Times, it is necessary to continue to deeply interpret the new connotation, characteristics and values of modern and contemporary art education thoughts, reform thoughts, innovate methods and expand thinking with The Times, carry out research, analysis and thinking from multiple angles and levels, closely combine theory and practice, and draw the most objective, concrete and realistic conclusions. We fully recognize the important role of the art education thought in the development of the art education system, so as to combine theory with practice.

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