

Research on Art Appreciation Teaching in Higher Vocational Colleges from The Perspective of Art Education

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Keywords: Higher vocational students; Art education; Art appreciation teaching; Aesthetic education; Appreciation ability; Artistic quality

Abstract: Art appreciation activities as an artistic aesthetic activity, its effective development can enhance the artistic quality of higher vocational students. In the art appreciation teaching of higher vocational schools, teachers should start this aesthetic education from various aspects in the field of art education. It is necessary to pay attention to the integration of real life, also deepen the understanding of the content and beauty of the works of higher vocational students, and pay attention to make the higher vocational students grasp the connotation of the works.

1. Introduction

Art appreciation is the way in which people experience, imagine, and think about art works through their own specific aesthetic senses, thereby gaining aesthetic enjoyment, comprehending and cultivating the ideological content of the works. Art appreciation is a kind of vision-oriented and contact-seeking subject who feels, recognizes, understands and produces emotional judgments on the works of appreciating objects, also achieves the consensus and resonance of the appreciator and the creator on life. It is the process of appreciating the true meaning of beauty in fine arts to understand and grasp the destiny of life. Judging from the current art education content of higher vocational students, art education has a strong utilitarianism and aesthetic education is neglected. In art appreciation activities, some university teachers have not revealed the cultural connotation of art works, nor integrated the meaning, content and form of art works, which makes art appreciation teaching fail to play its due educational role. As an art aesthetic activity, the effective development of art appreciation activities can improve the artistic quality of vocational students. Based on this, this paper studies art appreciation teaching in higher vocational colleges from the perspective of art education, to improve the artistic quality of higher vocational students.

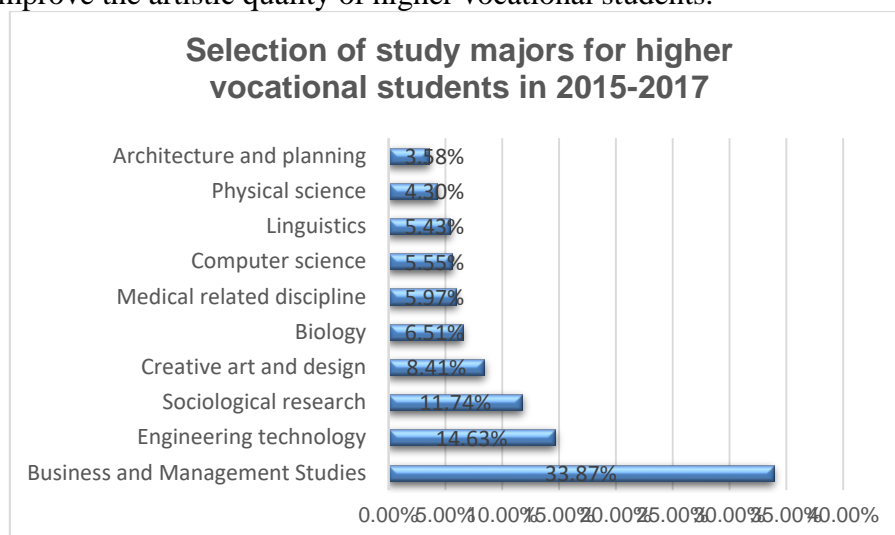


Fig 1. Selection of study majors for higher vocational students in 2015-2017

2. Paying attention to the integration of real life

Real life is the source of art creation. To effectively carry out art appreciation activities, the vocational college students need to base themselves on the real life, so that they can focus on real life and get the true taste of art from it. For example, in the print advertisements or video advertisements that can be seen everywhere, there are some advertisements with certain artistic aesthetic value. Teachers can inspire higher vocational students and guide them to find and discover classics. For example, the art works "Eternal Memory" and "Sunflower" and "Mona Lisa" are incorporated into the advertisements in various forms, which not only endows the advertising art with extremely high artistic value, but also the advertising benefits are excellent. In addition, in the process of performing art appreciation activities, teachers can lead high vocational students to visit some painting exhibitions, architectural works, sculpture works, etc. in life, so that they can appreciate and contrast. In short, a high-level student has a pair of eyes that are good at capturing, and can grasp the beautiful things that can be seen everywhere in life.

3. Deepening the understanding of the content and beauty of the works of higher vocational students

When teachers carry out art appreciation activities, they should use art appreciation works with a sense of life, that is, choose art works that can directly reflect social life for the higher vocational students to appreciate. To deepen the understanding of the beauty of the work of the higher vocational students, teachers should first let the higher vocational students understand the social life and reflected in the works. For example, when enjoying the work of the oil painting "The Founding of the People's Republic of China", many high-level students can't understand the joy and solemnity of this painting, and the beauty of this work. Therefore, to let the vocational students, realize the solemnity and joy of this work, the teacher can broadcast the relevant video of the "Founding of the People's Republic of China", helping higher vocational college students to understand the love of China's children for the country. In addition, it is necessary to guide higher vocational students to pay attention to the form beauty of the works. In fact, there are many types of art works and different forms of beauty. Generally, art works can be divided into architectural works, craft works, sculpture works and painting works. To enable higher vocational students to feel the beauty of the form of art works, it is necessary to understand the characteristics of various forms of works. Painting works can be divided into sketches, gouache, oil paintings and Chinese paintings. Different forms of painting also pursue different forms of beauty. For example, oil paintings emphasize the strong texture and richness of the color, while Chinese painting emphasizes the use of ink and the change of the pen. No matter which form of art works, its light and shade, texture, color, structure, point and line, etc. can fully express the formal beauty of art. Therefore, teachers should guide higher vocational students to appreciate and interpret art works from these aspects.

In addition, teachers should guide higher vocational students to feel the meaning of the works. Like literary works, art works need to express their themes. The richer the themes of art works, the more they can reveal the profound beauty. The inner meaning of art works can only be truly appreciated if you appreciate it with your heart. The intrinsic meaning of art works pursued and embodied in different historical periods is also different, so teachers should first let vocational students grasp the characteristics of the times in which art works are located, and then appreciate the intrinsic meaning of art works. For example, when appreciating Renaissance art works, teachers can guide higher vocational students to understand the humanistic spirit advocated in art works, their desire for freedom and their love for life because of the strong humanistic spirit in Renaissance.

4. Paying attention to make the higher vocational students grasp the connotation of the work

In the process of art education for higher vocational students, we should not only let them appreciate famous works, but also let them grasp the connotation of works and understand the creative background of works. Therefore, when introducing the works, teachers should not only

introduce the theme and connotation of the works, but also introduce the creator's life and creative background, to enable higher vocational students to get more artistic experience, and thus to interpret the works more profoundly. For example, when appreciating this fine art work, because of its strong visual stimulation and intense emotions, vocational college students cannot understand the depression and loneliness contained in the work well, so teachers can explain to students the origin of the creator and the circumstances of his life. Background introduction can help higher vocational students understand the connotation of this work, also enable them to deeply understand the emotions contained in the work, and produce emotional resonance with the author. For example, in the appreciation of discus thrower, although higher vocational students understand what spirit this work conveys, they do not have enough feelings. In this regard, teachers can tell about the development of Olympic spirit, its breeding process and the background of the times, so that higher vocational students can deeply understand that Olympic spirit is affecting generations after generations. In this way, not only can vocational college students grasp the connotation of works, but also can let them be deeply inspired, thereby improving their aesthetic appreciation ability.

5. Selecting teaching content, and strive to be representative, flexible and vivid

First, students need to have a whole concept of art appreciation, such as the concept of art. Art is also called visual art. It is an artistic form that reflects the "beauty and ugliness" of life and expresses the author's aesthetic consciousness by means of modelling. Here, "beauty and ugliness" is a broad meaning, mainly in the essence, spiritual level, rather than the appearance, external.

Secondly, combining the knowledge of art appreciation with representative works, students can improve their aesthetic ability and humanistic accomplishment through the study of art appreciation. In different social and cultural situations, the artist's creation aims at different problems, so their creative intentions will be quite different. Make students grasp the analysis and evaluation of an art work, appreciation cannot be simply from the author's personal experience, or separate from the work's shape, color, composition and so on to analyze, but to put the work in the social and historical background at that time. Last but not least, in the long course of social history at that time, we can make a fair and just evaluation by combining the aesthetic values at that time, the author's life experience, ideology, emotion, humanistic accomplishment and its influence on the time and future generations. At the same time, through the appreciation of specific works, students can grasp the spiritual essence contained in their works of art and improve their aesthetic and humanistic qualities in a subtle way.

6. Conclusion

All in all, when organizing art appreciation activities, college teachers need to guide higher vocational students to grasp the connotation and theme of art works and realize the emotions contained in them. Only in this way can we truly play the role of humanistic education in art works and enhance higher vocational education. The aesthetic ability and appreciation ability of the students promote the healthy growth of vocational students.

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