

Opinion on the Balance between Technicality and Artistry in Higher Vocational Art Education

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Abstract: At present, the country strongly advocates the implementation of aesthetic education. In the past, higher vocational art education, which used to take technical skills training as the dominant teaching position, should integrate aesthetic education teaching philosophy. Starting from improving the talent development model, this paper discusses the importance and methods of balancing technicality and artistry in the art teaching system, and provides some ideas and directions for its implementation and promotion of aesthetic education, exploration of teaching reform, innovation and development.

1. Introduction

In 2020, the state proposed to increase the discipline construction of "aesthetic education" in the higher education system, strengthen the implementation of aesthetic education in schools and the training of aesthetic education talents. At the beginning of 2021, it further proposed that aesthetic education should be included in the secondary school entrance examination, and promote aesthetic education in schools with the attitude of "hard target, hard implementation". A series of aesthetic education discipline systems, such as aesthetic education teaching content, teaching standards and teacher team construction, have gone from 0 to 1 to scientific. Systematic construction still needs time. At the transitional stage when there is no clear aesthetic education teaching ideas and methods, the art education major in higher vocational colleges can only find the foothold of aesthetic education. It is particularly important to balance the relationship between technology and artistry in the professional system of art education in higher vocational colleges, where technology is the dominant teaching position.

2. The significance of aesthetic education in higher vocational art education

2.1. Social dimension

With the rapid development of social material civilization in the information age, entertainment and recreation promoted by science and technology have brought leisure and comfort to people's lives. At the same time, we are facing the social problem of lack of aesthetic education. Culture has degenerated into a one-way, flat, fast-food consumption culture, and vulgar, kitsch, and vulgar visual pictures have emerged in daily life. The 2018 "Children's Evil Code Video" event is empty in content, and the video animation of aesthetic and even sexual violence has violated the mental health of young

people and children. As an important part of the teaching staff of art education in China, the professional talents of art education in higher vocational colleges shoulder the responsibility of educating people with culture and aesthetics. Therefore, the aesthetic education construction of art education in higher vocational colleges plays an irreplaceable role.

2.2. Teaching level

Most higher vocational colleges are faced with the embarrassing situation that talent training does not match the market demand. The art knowledge and skills that used to need to be studied in class are now readily available. The positions with low general knowledge and technology in enterprises are gradually replaced by machines. Only creative and comprehensive high-quality technical talents can adapt to the future social needs. If higher vocational art education still focuses on skill education and art knowledge education, and the professionals trained from this will only teach art knowledge or some painting skills, then art teachers will go to a dispensable position. At the same time, there are few courses of humanistic art theory, innovative thinking training and artistic experiential activities in the system, so that students' works lack cultural heritage and innovation.

3. Talent training model of higher vocational fine arts education from the perspective of aesthetic education

At the end of the 18th century, Schiller's aesthetic education thought inherited the tradition of humanistic education since ancient Greece. Instead of taking the mastery of professional artistic skills as the ultimate goal, skill training is only a means, but the ultimate goal is to cultivate complete people, promote the harmony of human nature, and achieve the freedom and liberation of people [1], which coincides with the view of our early aesthetic education scholar Wang Guowei that the educational goal is to cultivate "complete people" [2]; Li Shicen mentioned in his book "Principles of Aesthetic Education" that "the first meaning of education is to guide life to the path of spiritual development". [3] Aesthetic education inspires people to the highest spiritual realm, cultivate beautiful thoughts, beautiful hearts, and beautiful attitudes, so as to create a "beautiful life"; It can be seen that aesthetic education cannot be simply understood as art education. Art knowledge and skills belong to the category of intellectual education, and aesthetic education is "more intellectual education than intellectual education". [4]

According to the previous educational concept that higher vocational fine arts education emphasized the mastery of knowledge and skills in various fields of fine arts, with the aim of training vocational skilled talents to meet the needs of the fine arts education industry, art practice is mostly around skill training and skill application. If the various painting skills, manual skills, calligraphy skills, teaching skills and other abilities that art education needs to master are regarded as each skill point, then the horizontal development ring connecting each skill point is to cultivate skilled talents that adapt to the art education industry. As the main body of art education, the students' pleasure, sense of recognition, satisfaction and other spiritual needs in the process of creating beauty and participating in art activities, as well as the cultivation of the necessary quality for public affairs, have been ignored. From the perspective of contemporary aesthetic education, higher vocational art education needs to supplement skills and knowledge to lead to spiritual personality charm, improve the discovery of life values, and cultivate the ability to create truth, good and beauty. Schiller's aesthetic education thought has the same advantages as the traditional Chinese idea of learning art to carry the Tao. Skill is a medium to the Tao. If each "skill" is consciously added to the aesthetic education teaching situation and aesthetic education activity training after recognition and acquisition, it will develop its corresponding spiritual character of "Tao". At this time, the talent model of art education will promote a ball like development model.

The state advocates the cultivation of skilled talents by craftsmen from large countries, and at the same time encourages the cultivation of people's minds by means of aesthetic education. Only by integrating aesthetic education concepts into the original teaching system, improving teaching strategies, improving curriculum content, and finding the balance and foothold between technicality and artistry in art teaching can the implementation of aesthetic education be effectively promoted, and the needs of social development be cultivated Professional talents with solid skills and noble character.

4. Technology and artistry in higher vocational art education

4.1. Technical and artistic courses

Cihai's explanation of technicality refers to the degree to which technology has a certain level and content. The art courses refer to the courses that take a specific skill as the learning object and master it skillfully as the main teaching goal. Most of the painting classes of various art categories learned by the junior students belong to technical courses. The main teaching goal is to master and apply a certain painting technique skillfully, which is rational and planned. On the Baidu Chinese platform, artistry is interpreted as the degree of accuracy and clearness that literary and artistic works achieve by reflecting life and expressing thoughts and feelings through images. The characteristics of artistic curriculum are emotional, free and flexible. In higher vocational art major courses, there are creative practical activity courses such as creation courses, craft courses, life painting, museum inspection, and graduation creation. Compared with traditional painting courses such as sketch and traditional Chinese painting, these courses have various forms, and students' scope of activities and space for free play are relatively large.

4.2. The artistry in the technical curriculum of art education

The sketch course is a compulsory course for art education majors in higher vocational colleges, and is an introductory basic course for all art majors. The teaching goal is to enable students to master basic modeling knowledge (proportion, perspective, structure, dynamics) and sketch painting performance techniques; the main form of learning is to copy a large number of excellent art works and draw from life. The teaching mode basically follows the one-way linear teaching mode of traditional art colleges. Teachers demonstrate-students practice-teachers comment - students modify. In the classroom, the teacher repeatedly emphasized that students should draw accurately the shape, volume, texture, black and white gray relationship, etc., so that students could rack their brains, while "feeling" was put once again, so that students could create a standard picture like craftsmen.

4.3. The technicality in the art oriented curriculum of art education

The course of drawing from nature is a required course and an indispensable teaching link for the art education major in higher vocational colleges. Through outdoor gathering from nature, students can have an intuitive understanding of the mountains and rivers of the motherland and the social humanities, grasp first-hand materials of painting creation, and improve their ability to create from nature. However, the teaching management is loose, the scope of activities is wide, and the students' learning consciousness is not high, so it is easy to become a sightseeing, tourism and shopping class, and the sketch creation finally becomes a "image" of photo copying, which is dogmatic. Drawing lessons from the qualitative assessment link of technical courses in the management of artistic courses, subdividing tasks and goals, sketching is a kind of freedom as well as a kind of research, which has scientific rigor and technicality. "Through sketching, artists study and understand nature, and

understand the spirit of social scholarship is the essence" . In addition to teaching management, technicality is also reflected in the teaching of advanced media equipment. Artistic courses are equipped with digital media technology teaching service engines such as online teaching platforms and digital teaching resources to help students fully understand and master the course content and mobilize students' enthusiasm for independent learning, such as basic courses of color theory, and color light equipment is used to project three primary color columns on the wall. The computer multimedia platform implements the mixed teaching mode of traditional art class and online class. You can visit famous museums, exhibition halls and celebrity galleries around the world with your fingers. Especially during the COVID-19 outbreak in early 2020, online teaching technically solved the problem of distance teaching.

5. Countermeasures for balancing technicality and artistry in higher vocational art education

5.1. Teachers should have aesthetic education teaching awareness, and the teaching content should be integrated into aesthetic education links and means

Only when teachers have aesthetic teaching awareness can they guide students to feel beauty and experience beauty by means of aesthetic education in the original teaching contents and links. The aesthetic education teaching consciousness is based on the understanding and recognition of the aesthetic education theory. It is clear that the education goal is to cultivate a complete person and take this as the starting point to arrange the teaching content and organize classroom teaching. The means of aesthetic education are all inclusive, paying attention to the combination of perceptual knowledge and rational thinking, and carrying out interactive teaching links by integrating technology and artistry, which will help students plant the seeds of aesthetic education in campus learning and life.

5.2. Taking the advanced aesthetic education teaching methods of various countries to open up the innovation road of higher vocational art education

At present, there are few practical teaching materials of aesthetic education in our country, and different professional skills in different learning stages also have different teaching methods of aesthetic education. It is a mountain stone that can be used to attack jade. We can learn from the excellent cases of aesthetic education in countries and regions that lead the world in aesthetic education teaching, and explore the aesthetic education teaching mode with Chinese characteristics in the new era in combination with students' learning and professional characteristics. For example, the Academy of Fine Arts of Hunan Normal University carried out "dialogue teaching". In the form of a salon style teacher-student symposium, students are asked questions about a certain topic to discuss teaching problems, so that students can conduct cooperative teaching in an informal simulated seminar environment.

5.3. Paying attention to extracurricular art education, strengthening social practice and create an active teaching mode

The cooperation between higher vocational art education and communities, special children care institutions, shopping malls and other institutions is combined with art teaching in wall decoration and window display, so that students have the opportunity to get out of the "prison of the classroom" and participate in public undertakings, and create an extracurricular art teaching mode of activity. Students give back their professional knowledge and skills to the society, gain affirmation and praise, enhance self-confidence, and experience the life significance and value of professional learning. For example, the School of Design and Creativity of Tongji University, in conjunction with Shanghai

Siping Road Neighborhood Office, carried out art upgrading activities in community public space and painted community teleboxes; North China University of Water Resources and Hydropower has set up a "Paint New" community art service team to combine community culture building, social aesthetic education and school aesthetic education.

6. Conclusion

From the perspective of aesthetic education, we should enrich and improve the talent training objectives of higher vocational art education, add aesthetic education means to balance the relationship between technicality and artistry at the level of knowledge and skills training, combine curriculum content with life, perceptual knowledge with rational thinking, combine practical training with observation experience, as well as combine knowledge and skills training with aesthetic emotion training, in order to promote the development of students' metaphysical skills. There are many ways and means to balance technology and artistry. The idea of bringing intangible cultural heritage into the campus, exploring the experiential activity teaching mode, and setting up a platform for cooperative teaching activities with other schools provide some ideas and directions for colleagues in the education industry to throw diamonds and attract jade.

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