

Research on the Development Path of Contemporary Art Teaching from the Perspective of Multiculturalism

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Abstract: Art teaching is an important part of China's complex education system. In recent years, under the wave of globalisation, multiculturalism is on the rise. Against this backdrop, contemporary art teaching must keep pace with the times and undergo constant reform to keep up with the developments of the times. With more students majoring in art, there is a great deal of emphasis on teaching art. Traditional art education places too much emphasis on subject-centredness, on the teaching of specialist art knowledge and skills, and on the lack of transmission of traditional fine culture in classroom teaching. This paper analyses the problems in the multicultural development of art teaching reform, and proposes a reflection on the development path of contemporary art teaching from a multicultural perspective.

1. Introduction

Among the various subjects in the arts, the subject of art has less influence with the pressure on students to progress to higher education, so students in primary and secondary schools are more receptive to teaching innovations in art than in other subjects. Traditional art education places too much emphasis on subject-centredness and on specialist art knowledge and skills[1]. This has led to a lack of historical contextualisation of art in classroom teaching, leaving students with unsystematic knowledge. In the actual teaching of art, there are a number of problems with both teaching materials and teaching that could be improved. In order to encourage students to actively participate in the art curriculum and stimulate their interest in learning art, reform is imperative, that is, to implement multicultural teaching in art and to make education about beauty the focus of teaching.

2. The Relationship between Multiculturalism and Art Teaching

Art teaching is an important part of China's complex education system. In recent years, cultures are merging with each other in the context of globalisation. As multiple cultures continue to mingle and collide, traditional educational ideas and models are changing with the times, and new teaching methods and new teaching content have emerged to meet the requirements of the times. This has, to a certain extent, promoted the development of art teaching, and has made it an important principle in the development of contemporary art teaching to conform to the needs of the times and to constantly innovate teaching content and methods[2-3]. Therefore, art teaching should give students equal and fair art education, so that every student can fully participate in art teaching, continuously create themselves, develop their artistic potential, experience beauty, recognise beauty and cherish beauty.

In a multicultural environment, art teaching in colleges and universities should recognise the cultural characteristics of its own time. In the process of education, while learning, exploring and carrying forward the excellent cultural traditions of our own nation, we can also recognise and appreciate the excellent culture and artistic spirit of other nationalities through proper guidance and explanation by teachers and learning experiences by students, forming a holistic understanding of culture and discovering the beauty of national culture.

At the same time, the systematic learning of different artistic and cultural knowledge requires students to master cultural learning methods in the learning process and to improve their learning abilities through innovative methods. In line with the educational norms and requirements in the current context, the teaching of art in primary and secondary schools has not only changed accordingly in terms of the content of the teaching materials, but has also placed new demands on the teaching of teachers and the learning abilities of students. Both teachers and students must follow the objective laws of the changing times and keep up with the times while inheriting excellent traditional art and cultural knowledge[4-5].

The implementation of multicultural teaching strategies in art teaching also requires the diversification of teaching content, art teaching should form organic links with other subjects and be taught and practised in a way that is pleasing to students. Because art teaching has its own characteristics and is different from general cultural teaching, its main purpose is to cultivate students' correct aesthetic views, learn the correct aesthetic methods, constantly discover the beauty of the world around them and form their own unique aesthetic interests. In this educational environment, China's traditional art teaching concepts and modes are faced with new opportunities and challenges, and at the same time put forward a beauty education orientation for China's art teaching practitioners.

3. Problems in Art Teaching under Multicultural Background

3.1 Teaching Content is Single

The creation of art works or the appreciation and understanding of works are inseparable from students' emotional feelings and encourage their individual expression. However, in reality, as most teachers are brought up under the traditional educational mindset and the “two points and one line” model in their daily lives, this leads teachers to unilaterally sever the link between the cultural knowledge taught and current cultural development in the daily art appreciation teaching process[6], for teaching stays in textbook knowledge, without going to use resources such as art museums to supplement teaching, and students' direct aesthetic experience is severely lacking.

In this mode of education, the teaching model is homogeneous, blocking the connection with the pluralistic concept of artistic development, and the educated are prone to form a single aesthetic attitude and a single evaluation criterion. This loss of objectivity and inclusiveness in judgement tends to cause students to lose their independent value as individuals, their interest and motivation to continue learning, and the limitations of closed teaching are continually exposed as students approach questions without open answers.

3.2 Students' Humanistic Quality is Weak

At present, the teaching of art in China is still in a “one-size-fits-all” state: in teaching, the teaching content is still stuck in the mode of long ago, European classical art is regarded as the cultural form of modern art, foreign art and culture are excessively promoted, ignoring the local cultural heritage; some education scholars rest on the status quo, only focus on traditional culture, ignore the current world culture, cultural vision is narrow, teaching knowledge is not updated for a long time. China's art teaching is in the development stage, and there is still a certain gap compared with many western developed countries. The most important manifestation of this gap is the gap in cultural concepts, which is contrary to the current multicultural development [7-8].

Along with the pressure of students' employment, some primary and secondary schools and universities focus more on professional and technical education for students, and to a certain extent neglect the cultivation of humanities for primary and secondary students, reducing the status of humanities in primary and secondary education. Especially in some scientific and technical subjects, the number of teachers is small and there is a lack of teachers who attach importance to humanities education. These reasons make it difficult for some schools to form a correct humanistic guidance for primary and secondary students, which is not conducive to the improvement of humanistic quality of primary and secondary students, and only raw learning.

3.3 Backward Cultural Concept

Some art teachers focus only on learning foreign art and lack identification with their local culture. For example, some believe that only European classical art is the end of learning art; others believe that only by going abroad for further study can they learn good art, while neglecting the learning of traditional art in their own country. The simple grafting of Western art teaching without taking into account realistic development needs becomes an uncreative teaching activity. The two extremes of monism have seriously affected the development of art teaching in China, making it a blind copy and tracing, without innovation or vitality[9]. The further development of China's social and economic development has contributed to the prosperity of cultural and artistic exchanges. Multiculturalism, as a new developmental demand for art teaching across cultures and disciplines, needs to be taken more seriously by educators.

4. The Development Path of Contemporary Art Teaching

4.1 Optimize Teaching Mode

In the current multicultural context, exchanges and confrontations between the world's diverse cultures are inevitable, and such exchanges and confrontations must not be at the expense of reducing the quality of the cultures themselves. In the process of cultural exchange between different peoples, education plays an irreplaceable role, and education has an important mission. In the process of art teaching in middle and primary school, teachers should follow the psychological characteristics of middle and primary school students, respect their individual differences, and seek truth from facts. Therefore, a smart classroom for art teaching can be constructed (Figure 1).

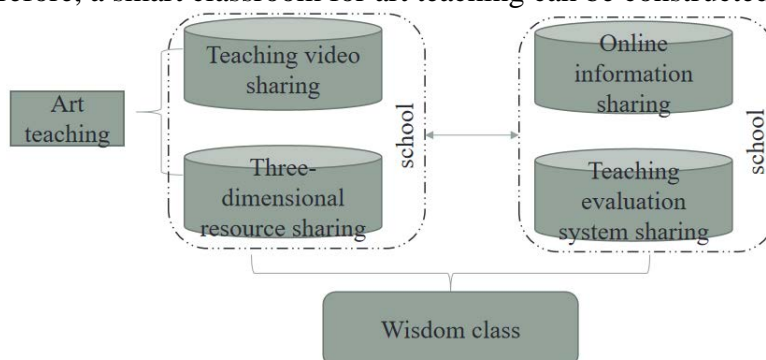


Fig.1 Wisdom Classroom of Art Teaching

Multicultural awareness continues to promote cross-cultural exchange and understanding. On this basis, by comparing different art cultures at home and abroad, we can better see cultural differences, especially today when multiculturalism is flourishing, and cultural differences also pose new requirements for art education. In the context of China's long history and culture of art, we should pay more attention to specific analysis of specific problems and respect students' individuality in teaching cultural and artistic education. For example, when summarising and analysing the aesthetic characteristics of artworks from different periods in the West, there is both an analysis of the background behind the works and an analysis of the laws of development of the aesthetic characteristics inherent in the works, which means that simultaneous development is necessary to maintain a stable teaching effect. We can take care to understand and grasp this when conducting comparative studies.

In the context of the rapid development of multiculturalism in the world, it has become a very important aspect to assimilate the best elements of various cultures and put them at the service of education. Under the new background of multiculturalism, in the process of constantly groping forward for high-quality and efficient output of cultural knowledge to students, education will certainly encounter many problems in practical teaching practice.

While broadening the scope of students' knowledge, further inspiring and arousing students' learning enthusiasm, it also puts forward requirements for teachers who have been struggling for a

long time in front-line teaching posts. It requires teachers to constantly learn new cultural knowledge, to adapt to the new educational environment and changing teaching objects, and to keep the knowledge base up to date, which plays a positive role in facilitating teachers' teaching practice.

4.2 Promote the Cultivation of Students' Innovative Thinking

Creative thinking plays an important role in the creative activities of human beings. On the basis of existing scientific results and facts, people can explore the regularity and essential features of things and phenomena, form completely new cognitive structures, and make this cognitive traction to enhance the existing level, so as to achieve the purpose of exploring and creating new knowledge. Therefore, teachers should pay attention to cultivating students' creative thinking in education and teaching, leaving open-ended questions for students to answer freely.

Art teaching can not only improve students' aesthetic appreciation and shape good moral qualities, but also help to improve their creative thinking skills. At present, art teaching reform can make a qualitative leap in the field of art teaching through innovation [10]. As the role of guiding students, teachers should not oppress students' individuality with boring theoretical knowledge, but should give them more room to play with their whims and develop their ability to innovate on their own.

The teaching of sketching also plays a significant part in current teaching materials. How to incorporate a sense of innovation into drawing lessons should be a subject of constant reflection for teachers. Accordingly, some simple figures can be included in landscape sketching to make the picture more vivid. In addition, by appreciating the works of famous Chinese and foreign artists, understanding the artists' creative process, and using the application of computers in modern art, students can try their hand at creating digital works electrically so that they can experience the charm of modern technology and understand the differences between different material media, prompting them to feel that innovation is imminent and to be happy to try it.

4.3 Art Teaching Integrates Local Culture

In the context of multiculturalism, efforts are made to promote cultural integration and development. China is a country with a long history, and its indigenous culture is rich in connotations and has a long history. In art teaching, it is important to recognise the irreplaceable nature of local culture. In China, art teaching has often neglected the recognition of local culture and the current situation of excessive worship of Western culture needs to be confronted. However, in the reform of art teaching in China, there is an urgent need to strengthen the awareness and understanding of our indigenous culture and to foster the formation of correct cognitive values of art in students.

The content of local folk culture is often lively and interesting, which is very popular among students. Teachers should guide students to study local culture deeply, start from their surroundings, excavate the beauty of life art and local culture, and make use of the living water of local culture to activate art classroom teaching. The classroom is full of strong local flavor. Local teaching provides students with multi-faceted and multi-angle experiences. Various teaching activities greatly enhance students' interest in art learning, add new vitality to school art education, and play a special role in the protection, inheritance and development of local art culture. Teachers should dig deeper into textbooks and make appropriate adjustments and additions to the contents of textbooks.

4.4 Establish the Art Integration Course

The purpose of the whole curriculum is to integrate students' study and life. China's traditional educational concept pays attention to the imparting of knowledge, and the curriculum structure overemphasizes discipline-based and ignores students' life needs, which results in the separation of students' learning content from their actual life, which not only kills students' interest in learning, but also makes learning useless. Only when learning is connected with life is real learning.

The whole design features of multicultural art integration course include the following three aspects:

(1)The perspective of curriculum design can be cut from different disciplines. The author

selected the perspective of the course in three aspects, as shown in Figure 2:

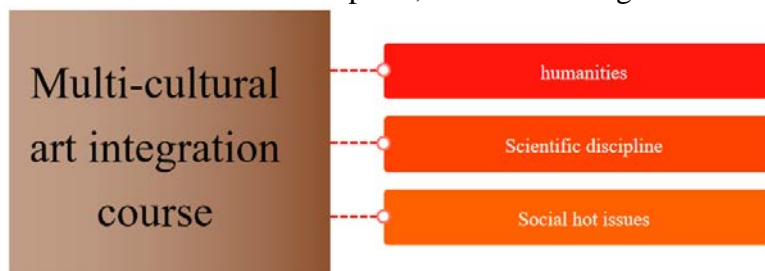


Fig.2 Perspective of Curriculum Design of Multi-Cultural Art Integration

Humanities, science and topical social issues. It is important to note that these three selected perspectives are not fixed, but can be selected and expanded according to the designer's subjective philosophy, extending into a brainstorming session for teaching and learning.

(2)The theme of each perspective can be selected and constructed in different forms according to the characteristics of the subject and the subjective concept of the curriculum designer. Each theme is only a perspective of art, not a perfect structure. The characteristics of the whole theme are reflected by the characteristics of a series of sub-themes.

(3)All themes in the curriculum of multicultural art integration can be constructed and selected according to the cognitive characteristics of learners at different stages.

In addition, in order to meet the above three characteristics, the author believes that there is a problem that can not be ignored, that is, we need to follow certain principles of theme organization in the course preparation process.

In a word, the basic design idea of the multicultural art integration curriculum is that no matter the curriculum designer, teacher or student can construct the art integration curriculum according to their own subjective concept, which can highlight their own characteristics of construction and curriculum structure, so that the curriculum system can keep its due flexibility, openness and integrity.

5. Conclusions

As cultures continue to intermingle and collide, traditional educational ideas and norms have taken on new requirements with the development of the times, and new teaching content, teaching methods and the roles of teachers and students have been added to meet the realities of the times. The development of art teaching has also made conformity to the times and innovation in teaching content and methods an important principle in the development of contemporary art teaching. Under the background of multicultural education, in the process of middle and primary school art teaching, it is of great significance to open diverse perspectives and adopt positive and effective methods, which can not only effectively break the strong and boring indoctrination barriers of students in various subjects in middle and primary school stage, but also promote students' interest in learning.

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