

Research on the Improvement of Cultural and Artistic Innovation Ability of Community Residents

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Abstract:

The community environment contains rich cultural resources and natural resources, which can provide educated people with an open, free, humanistic and diverse educational space. In the current community cultural construction, the research on enhancing the cultural and artistic innovation ability of community, and condense the path of enhancing the cultural and artistic innovation ability of community residents is by four aspects: building a dynamic curriculum system, innovating appropriate teaching models, forming personalized teaching designs, and creating professional base projects.

Keywords:

Artistic Innovation Ability, Community Culture Construction, Curriculum System, Teaching Model

1. Introduction

“Creativity refers to the potential psychological quality that people show in the process of successfully completing the activities of creating something new on the basis of the original knowledge and experience.” And based on comprehensive scientific information, strong cultural connotation, lofty spirit and personalized thought, its importance has been generally recognized by the society. Innovation has become the first driving force for future development. With the advent of the era of knowledge economy, it is no longer important to simply accept knowledge, but to select knowledge, integrate knowledge, convert knowledge and operate knowledge into new knowledge. By selecting, integrating, transforming and recreating to master the backbone of knowledge with strong extension, wide coverage and high generalization is the important value of innovation, and cultivating innovative talents is one of the important tasks of current education reform. Chinese traditional culture has a long history which is inclusive, harmonious but different. General Secretary Xi Jinping pointed out that “We must adhere to road confidence, theory confidence, system confidence, and most fundamentally, cultural confidence.” The general

secretary talked about traditional Chinese culture on many occasions, expressing his recognition and respect for traditional culture and traditional ideological value system, showing the spiritual ambition of the Chinese government and people, and boosting the cultural confidence of the Chinese nation.

2. Analysis of the Status Quo of Cultural Diversity in the Community

The community is a place where diverse cultures converge, and the process of urban modernization brings together locals and immigrant populations from other places. Here, the main communicators and promoters of community culture and art are mainly residents from the community. Among whom, there may be artists, students, retired elderly and even technicians, with a large age span. Traditional culture and non-heritage culture are popular courses that are more attractive to residents in community culture, and they are also more in line with the needs of inheriting national culture. Arts and crafts enrich the theoretical knowledge of community residents through the production of traditional and modern works of art and improve residents' production capabilities. The personalized expression of creative design makes the community courses more attractive.

3. Deficiencies in the Development of Community Residents' Culture and Art

Looking at the development status of communities across the country, the phenomenon of unbalanced development of community culture and art across the country is quite obvious. The introduction and cultivation of community cultural talents, the protection and inheritance of local characteristic culture, and the unbalanced urban development, and other issues all indirectly contribute to this problem. In response to the current shortcomings of communities in cultural development, this research focuses specifically on areas of intangible cultural heritage, arts and crafts, creative design and other fields to analyze the problems.

3.1. Traditional Art Education Concepts Shackle Cultural and Artistic Innovation

The innovation of ideas is the ideological basis to enhance the innovative power to achieve educational goals. The traditional concept of art education, seeking "skills" and forgetting "art", overly pursuing techniques and ignoring the value of education. The status quo in the classroom takes teachers as communicators and learners as receivers, hinders the cultivation of creative thinking of learners.

After reviewing a lot of information, we can learn that there have been some good examples of the inheritance of Chinese intangible cultural heritage in the community. Many cities are advocating the revival of Chinese culture and helping community residents, especially children groups in the community. The next generation of Chinese contacts and understands the intangible cultural heritage culture, which is of great significance to the inheritance of the intangible cultural heritage culture. [1]

Nowadays, the inheritance of intangible cultural heritage in the community is mainly through the introduction of some folk craftsmen through the community, and the creation of intangible cultural heritage handicraft courses to teach traditional skills to residents, which not only enriches the the daily life of residents and harmonized the neighborhood relationship, but also allows the intangible cultural heritage culture to continue to be revitalized and vigorous, which is useful for creating a beautiful

community and inheriting the intangible cultural heritage culture. According to the status quo of inheritance of community intangible cultural heritage, however, it is not difficult to find that the inheritance form of community intangible cultural heritage culture has not changed much. It mainly relies on several handicraft courses of folk intangible cultural heritage culture inheritors. The residents who participate in the courses are retired elderly and there are many preschool children, and the level of influence is relatively narrow. Moreover, the teaching mode of the course is relatively traditional and lack of the innovation, which makes it difficult to stimulate the residents' innovative awareness and continue to open community-based intangible cultural heritage course. As a result, many residents have only learned a little bit, but have not truly understand and master the essence of intangible cultural heritage, which will definitely affect the good inheritance of intangible cultural heritage.

3.2. Lack of a Diversified Art Education Curriculum System

Based on the development of art education courses in communities across the country, the art education courses carried out in communities are mainly dominated by intangible cultural heritage culture, arts and crafts, creative design, and drawing and production of craft techniques. The statistical analysis based on residents' participation found that the residents who participated in the community were either older or younger, the age span was large, and the phenomenon of faults was common, which directly led to the fact that the arts and crafts personnel invited by the communities to teach took into account the limited acceptance of the community residents participating in the course and only taught some simple skills of arts and crafts, which are less difficult and the arts and crafts produced are simple and rough, which cannot reflect the needs of cultural innovation and artistic development. The nature of the course is more to teach residents some simple skills and techniques, and the level of learning is still at the primary stage, without a deeper understanding of the nurturing function of art education and the cultivation of innovative thinking ability. It pays too much attention to the results of the course but does not focusing on the process evaluation.

3.3. Insufficient Education of Culture and Art Courses for Community Residents

The most attractive feature of organizing creative design activities in the community is the fun nature of creative design. It can be seen from a large number of cases of community creative handicraft courses that many program designers of community creative design activities will attribute the success of the activities to whether the activities are innovative, interesting, and whether the atmosphere of the activities is warm enough to attract more community residents to come and participate in the activities. However, if we look at the success of the creative design program from the community residents' sense of acquisition, we can find that the activity design that satisfies the above aspects only achieves the basic conditions for the activities, but does not satisfy the residents' sense of acquisition, that is, it does not achieve the enhancement of the residents' cultural and artistic innovation ability.

4. Strategies for Improving the Cultural and Artistic Innovation of Community Residents

In order to enhance the cultural and artistic innovation of community residents and deepen the teaching reform of the community, this study is based on the trend of integration and development of vocational education and community education. It

closely combines the comprehensive art curriculum system of vocational education, integrates theme teaching theory into community education teaching, and builds a studio teaching model of “major + theme + curriculum”, and enhances the cultural and artistic creativity of community residents through the activities. The innovation of this study is mainly manifested in the following five aspects:

4.1. Actively Cultivate Professional Teams

In order to create a characteristic community full of cultural atmosphere and enhance residents' innovation ability, it is necessary to introduce outstanding cultural and artistic talent and establish a professional team to help the development of community culture and art. The studio in the community will become an incubator for outstanding teachers of community education. During the construction period, 3-5 backbone teachers of community education will be trained, so that the members of the studio can develop models of teacher ethics, community teaching can produce high-quality products, project research can lead to good results, and project construction can have some achievements. The studio will give full play to the leading and demonstrative role of famous teachers, so as to form the effect of famous and excellent groups, and promote the characteristic development of community education.

4.2. Condense the Teaching Model of the Studio

Deepen the teaching reform of community education and highlight the brand characteristics of community classroom teaching during the construction period. Based on the trend of integration and development of vocational education and community education, and based on the perfect curriculum system of vocational education art and design majors, we can refine the curriculum contents suitable for communities, and then integrate and generate a artistic creativity themes with life temperature, thought enlightenment, scientific guidance or value orientation, so as to improve and optimize the current traditional community education classroom and condense the “major + theme + course” studio teaching model.

4.3. Build a Dynamic Curriculum System

Innovative art design curriculum content, make curriculum design focusing on areas such as intangible cultural heritage culture, folk art, creative design and other fields to form a series of curriculum system in which the main course and the derivative courses are connected. [2] The course form is combined with traditional courses and online courses, focusing on the study of the advantages of the new mode of micro-lessons and traditional classrooms to complement each other. Condense the characteristics of the studio curriculum, strengthen the thematic teaching design, scientifically design the teaching process, and build a number of distinctive and popular community education courses, and complete the compilation of the studio curriculum set within the construction period, and exert influence in the region.

4.4. Innovate Forms of Community Activities

A variety of activities can enable the community residents participating in the activities to obtain a richer emotional experience and sensory enjoyment, and also enrich their life. Regardless of the form of community activities, before the activities are carried out, make a plan for each community activity to ensure that the enthusiasm of community residents to participate in the activity can be fully stimulated, especially some popular activities in recent years such as sand painting, which can be learned by

residents of all ages and without foundation. For a single art painting, it can also be divided into many forms. [3] For example, the study of sand painting can be divided into: dynamic sand painting, sand bottle painting, solid color sand painting and so on, which not only let residents understand the different forms of sand painting, but also form the systemization of art course teaching. Secondly, actively carry out community activities in accordance with the work project, project results, and results characteristics, innovate the form of activities, carry out online community education, expand multi-community linkage online community activities, build community education research bases, and improve the community teaching level and community education project construction level of studio members.

4.5. Build an Effective Scientific Research Platform

The purpose of building a scientific research platform is to carry out more effective research on the improvement of cultural innovation. The content and research results of the studio will be shared with studio members and community residents. [4] To integrate the research results into the residents' community cultural and artistic activities, as well as to enhance the research ability of the studio members and attract community residents to participate and interact, [5] to stimulate community residents' innovative awareness and enhance residents' hands-on ability and improve their overall skills. The construction of this research platform can be divided into the following three aspects:

Focus on the study. Focusing on "improvement of cultural and artistic innovation of community residents", we summarize the educational and teaching experience in practice and lead colleagues in the studio to carry out effective scientific research activities.

Build a platform. Establish a WeChat public platform to transmit learning results among studio members, upload studio activity information, and exchange research results, making the platform a dynamic workstation for studio teaching, a radiation source for results, and a resource generation station.

Release a batch of results. The teaching team has a certain impact on scientific research results in the form of high-quality classroom teaching records, course collections (including teaching design, courseware, teaching evaluation and analysis), portfolios, papers, and micro-courses, etc. Community residents offer a collection of artistic and creative works collections.

5. Conclusions

The curriculum construction is the core of community education, is an important way to enhance the cultural and artistic innovation of community residents, and an important means of community governance and an important tool to enhance modern urban civilization. It is important to conduct more in-depth and extensive humanities and arts education, form a more comprehensive characteristic curriculum, integrate music, history, art, culture and the extension of art, and build a curriculum framework according to the system of "big art disciplines". On the one hand, it takes multiple levels of theory, appreciation and skills into account. On the other hand, it gives full play to its role in higher education levels such as thinking training, innovation and creativity, and personality cultivation, which is beneficial to community residents' deeper understanding of the art curriculum and subconsciously promotes the development of creative thinking.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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