

A Study of Creativity Cultivation in Secondary School Art Education

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Abstract:

In recent years, with the development and progress of Chinese society, the Chinese education sector has made great improvements in teaching and learning, and has also made certain achievements. Among them, art education is also receiving more and more attention. Art education is an effective means to promote students' healthy growth, and its role cannot be replaced by other educational disciplines. Through art education, students can cultivate aesthetic judgment, aesthetic interest, the ability to use their hands and brains, unique creativity, improve quality, cultivate sentiment, enhance patriotism, promote the healthy development of students, and promote the harmonious progress of society. The thesis takes the value of creativity cultivation as the starting point, and after reading a lot of books and collecting related contents on the Internet, we learned about the concept of creativity cultivation in art education in secondary schools. The following is a theoretical and practical explanation of the conditions for creative thinking, the basic principles, methods, and revelations of cultivation. The thesis then focuses on the conditions of creative thinking, basic principles, methods, and insights from the theoretical and practical levels. Through this thesis, certain strategies and opinions are proposed on how to improve students' imagination and creativity in art education work.

Keywords:

Fine Arts Education, Creativity, Strategies

1. Overview

1.1. Introduction

Art education is the main way to implement aesthetic education, and the strength of aesthetic awareness and the level of aesthetic level determine the status and implementation level of art education in education. From a certain point of view, the process of art education is the process of effective unification of culture and art. Fine arts education to cultivate students' creativity has a positive effect on building a database of teaching resources, improving educational concepts, emphasizing innovation education, strengthening the sense of cooperation and enhancing the guidance of students, so as to enhance the overall creativity of art education for

students. Art education is not the ultimate goal of cultivating students' ability to feel beauty and appreciate it, but the cultivation of creativity, which is the real goal. Therefore, the most important thing is to cultivate their innovative spirit, aesthetic imagination, expression, creativity and improve their image thinking ability to improve real life with the knowledge and skills they have learned. Secondary school art education is important for cultivating students' good moral quality, strong will, noble values and sound personality. Secondary school art education can enable students to develop good observation habits and form personality traits of careful and conscientious, willing to experience life and close to social reality, in order to achieve the all-round development of students' moral, intellectual, physical and aesthetic qualities. Based on this, research and discussion are conducted on the cultivation of students' creativity in art education, and corresponding teaching strategies are proposed to strengthen the cultivation of students' creativity and promote the development of art education activities in schools. [1]

The topic of the dissertation is divided into three main parts, namely chapters one, two and three. The second chapter takes the art classroom as the starting point for creativity cultivation and introduces the relevant research developments, aiming to give the reader a general understanding of the relevant knowledge before browsing the article. The analysis in the third chapter is based on the concept of creativity cultivation in secondary school art education after reading a lot of books and collecting related contents on the Internet, and then clarifying the current situation of Chinese secondary school education and the recent situation of creativity cultivation in secondary school art education through a questionnaire. [2]

1.2. Problem Statement

With the continuous progress of curriculum reform, the syllabus of secondary art education has gradually conformed to the new curriculum standards. The curriculum reform at this time will require students to cultivate creativity and innovative thinking, and cultivating students' aesthetic sensibilities and developing their imagination has become an important part of art teaching. However, the Chinese art education community has not yet formed a unified understanding of the cultivation of creativity in art education. In the current secondary school art teaching, most teachers focus on students' ability to draw, but neglect to use innovative methods to scientifically cultivate and develop students' creative ability and innovative thinking in the process. Compared with developed countries, we have to admit that there are deficiencies and gaps in many aspects, and there are still a lot of problems worth thinking about in terms of teaching methods, goals and tasks. [3]

In art teaching, we should pay attention to the cultivation of students' creativity and fully explore their creative potential. In the teaching practice, especially after the implementation of the new curriculum reform, art education, in the face of the new century and new requirements, has kept pace with the times and boldly innovated, and a promising situation has begun to emerge in practice in combination with the cultivation of students' creativity. At present, many problems and difficulties have been encountered in the practice. The first is the problem of changing teachers' traditional art education concepts, old traditions, old habits, old ideas in the real conditions will not immediately change, from time to time encounter all kinds of resistance, "resurgence", "wearing new shoes to walk the old way" phenomenon. Second, the problem of theoretical understanding. The theoretical research is quite mature, but there is still quite a distance to be able to make teachers accept it and

transform it into teachers' action guidelines. Third, many art teachers, even if they have solved the above problems, are still at a loss as to how to do it concretely, which is a more urgent problem that needs to be solved. Only when these problems are truly solved will art education cultivate students' creativity widely, deeply, and lastingly. [4]

In addition, the emphasis on secondary education is now at its most pronounced period in history, and society's demand for comprehensive and quality human resources is growing. In order to cultivate creative talents that meet the needs of society, this thesis argues that we should start secondary education by vigorously cultivating students' creativity, motivating them in learning, and cultivating their self-learning ability and imagination. This thesis is based on the discovery of the problem of students' lack of imagination and creativity in the field of teaching, and the reference to domestic and foreign teaching methods for cultivating students' creativity, which are documented in various literature, which led to the creation of the thesis "Research on the Cultivation of Creativity in Secondary School Art Education".[5]

1.3. Research Questions

This thesis discusses the cultivation of students' creativity in secondary art education, focusing on how to stimulate students' interest in the classroom, how to inspire students' divergent thinking, how to develop students' creativity and observation skills, and how to encourage students to learn scientifically and artistically.

1.4. Significance of the Study

1.4.1 Theoretical value

Research on the cultivation of students' creativity in art education can further clarify the goals of art education, enrich the teaching methods of art education, and deepen the meaning of art education. The present study has the significance of filling in the gaps in the articles published on the cultivation of students' creativity in secondary school art teaching, but not many of them have been discussed in a systematic and comprehensive manner. Experimental research on creativity education has been conducted for many years and has produced many results, but it has mostly focused on language and mathematics subjects, and art education has hardly been carried out. This thesis investigates strategies for cultivating students' creativity in secondary art education, and these strategies have certain theoretical basis and practical foundation.

1.4.2. Relevance

The research in this thesis has not only its theoretical value, but also its practical significance. The thesis seeks to explore the model of creativity cultivation and discuss the possibility, necessity and feasibility of its application in art education. If the development of creativity is identified as the goal and task of art education, it will certainly be instructive in the reality of teaching. [6]

2. Literature Review

2.1. Theories and Theoretical Framework

2.1.1. New requirements for basic art education in the new curriculum standards

The core concept in the new curriculum standards is to promote the active and positive development of students, i.e. the harmonization of knowledge and ability, process and method, emotion and value, and attitude and value. Here knowledge and method refer to the scientific nature of the knowledge students learn; ability and process refer to the humanistic nature of the knowledge students learn; emotion and attitude refer to the emotional thinking of students in learning; and values refer to the rational thinking of students. Therefore, the core concept of the new curriculum standard fully reflects the idea of science and humanities education, and emphasizes the integration of science education and humanities education. [7]

2.1.2. Give full play to the unique advantages of art education, cultivate students' creative consciousness and develop their creative potential

We should reflect the requirements of quality education in art education. The unique advantages of art education in terms of creativity cultivation make it advisable to enrich students' learning activities by making them more diversified. We should focus on the connection between art classes and life, develop students' imagination in classroom teaching, so that students can associate classroom knowledge with life and scenes of life in the classroom, enhance creativity in emotional experience, and enhance understanding of nature, understanding of human beings, and understanding of society in the process of art learning, so that they can improve their sense of responsibility and work hard to create a better life. [8]

2.2. Review of Related Literature

All hypertext links and section bookmarks will be removed from articles during the processing of articles for publication. [5] If you need to refer to an Internet email address or URL in your articles, you must type out the address or URL fully in Regular font.

2.2.1. Domestic literature

Chinese education scholars have paid more and more attention to the research of art education in cultivating students' creativity. 2005, Zhao Xia pointed out in "Art Teaching Should Strengthen the Cultivation of Students' Image Thinking Ability" that: art teaching emphasizes the combination of "feelings" and "knowledge" through image thinking. The significance of art teaching is to cultivate emotions and healthy aesthetic views through vivid images and pictures, and to train intuitive thinking and the ability to think differently. In 2006, Wenwei Hu wrote "How Art Teaching Promotes the Development of Students' Thinking Skills", revealing the important value of thinking skills in highlighting creativity, and conducting research and practice on art teaching in promoting the development of thinking skills. In 2007, Huang Wei pointed out in "The Cultivation of Creativity - the Soul of Art Teaching" that the purpose of art education lies in the enhancement of aesthetic ability, art appreciation, hands-on ability, and most importantly, the cultivation of creativity. Therefore, in art education, it is a strategic educational reform mission to break the outdated teaching model, draw on foreign art education experience, establish a teaching system to cultivate students' creativity, and highlight the cultivation of students' creativity. In 2009, Zhao Yong pointed out in his article "Talking about the Cultivation of Creative Ability in Art Teaching" that "art teaching is the main position for cultivating students' creative ability." In the article "Art Teaching Should Focus on Cultivating Students' Creativity", Guan Zenghua proposed that "art teaching is a

discipline that favors image thinking, which is to conduct information by images and can enrich the mind's storage of image information and interact with rigorous logical thinking, often stimulating a leap in thinking and generating new ideas, which cannot be replaced by any other disciplines". In an article written by Tang Fei and He Xuejing on the cultivation of children's creativity and imagination in art education, they talk about how art education is a conscious educational activity that not only teaches students certain art knowledge and skills and develops and disseminates art culture, but also uses art as a medium to cultivate students' moral and emotional, aesthetic abilities and develop their intelligence and creativity. At the same time, some art teachers working in the front line of art education have also begun to explore this aspect in their own work practice. For example, in her article "On How to Cultivate Students' Creativity in Art Teaching", Tan Ying discusses the general principles of cultivating students' interest in art and creativity, and her core argument of "encouraging students to engage in active thinking" is very worthy of reference. [9]

2.2.2. Foreign literature

With the deepening of people's understanding of the development of the times and the requirements for education to cultivate human resources, as well as the resulting increased awareness of the comprehensive and holistic nature of education, the reform of art education in various countries has continued to take place. Education authorities in various countries have conducted more in-depth research and exploration on the functions of art education and its development of students' creativity. The National Curriculum Standards for Arts Education, introduced in 1994 in the United States, emphasize the embodiment of comprehensive, thorough, and solid knowledge and creative skills in the arts disciplines; the role of arts education in the overall development of students and in a civilized society; and the integration of cultural diversity in the arts disciplines. The Japanese Art Guidelines reflect such characteristics as the emphasis on the pleasure of activity and interest in learning, the concern for art culture, the cultivation of imaginative and creative abilities, the emphasis on the relationship between art and the life around us, and the ability to make the works created by educational subjects present their own unique personalities.

3. Research and Analysis

3.1. Methodology

Literature research method: Through reviewing and analyzing the literature and research results on art teaching and creative cultivation at home and abroad, we can find out what can be referred to, so as to broaden our vision and provide theoretical and practical basis for active practice. [10]

Case method: Citing examples of secondary school art education, we analyze the important role played by art education in the cultivation of students' creativity and reveal the successful strategies that art education should adopt in cultivating students' creativity. [11]

3.2. Research Design

The data needed for this study was obtained using a questionnaire, the content of which was designed to focus on the relevant topics of this study. The questionnaire consisted of 28 questions, each with a specific focus, and the answers to the questions

were given by the respondents based on their own personal learning experiences in school.

3.3. Samples

In order to ensure the authenticity and reliability of the questionnaire and to make the data obtained more representative, the respondents of this questionnaire were defined as 134 students in the seventh and eighth grades of the junior high school in Tianshui City. Among them, a total of 67 students were selected for the eighth grade, all of whom were randomly selected from the 8(7) class, while the seventh grade students were defined as 67 students from two classes arbitrarily selected from the whole class with better and worse grades. There were 33 students in class 7(1) and 34 students in class 7(4).

Since there is no art course for the 9th grade students in the junior high school, the questionnaires were distributed to 134 randomly selected students in the 7th and 8th grades of the school. A total of 134 questionnaires were sent out, 133 of which were returned, including one invalid questionnaire, making a total of 132 questionnaires available for counting. [12]

4. Conclusions

Although the state has tried to use various effective methods to increase students' creativity cultivation in art education, and has pushed it to a high level, the results reflected in the actual teaching process do not seem to be particularly excellent and do not seem to have made much improvement. Perhaps the reason for this is that schools and art teachers have not yet completely changed their backward teaching concepts or have changed their concepts but have not really implemented them in practice. But in any case, this situation is in urgent need of change.

Through the writing of my thesis, I have gained a deeper understanding of creativity education: it is not an education that only cultivates outstanding students, but an education for all students; it is not an education that aims to discover a certain skill of an individual, but an education that wants to cultivate the best creative personality traits; it is not an education that specializes in training students to become inventors, but an education that wants to make students new; it is not an education that focuses one-sidedly on results, but an education that equates process and results.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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