

Research on the Diversified Development Trends of Higher Vocational Art Education

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Abstract: In recent years, the world has undergone rapid changes and technology has developed rapidly. Art education is no longer a “peripheral discipline”, but has become an indispensable and important subject in China’s higher education. Therefore, higher art education will inevitably become the core part of contemporary quality education. Starting from the current development status of art education, this article briefly explores the diversified development trends of vocational art education for reference.

1. Introduction

With the acceleration of economic and cultural globalization, art education has ushered in new development opportunities. Einstein once said, knowledge is limited, while art expands one’s imagination to infinity. Art education has a unique educational function in improving people’s character, cultivating sentiment, intelligence and creative thinking, and has been fully reflected and utilized throughout the entire education process. This provides unprecedented opportunities for the development of art education, especially vocational art education, and makes it enter an essential stage of development.

2. Development of Art Education

The progress of art education in Europe and America is influenced by various factors, including philosophy, social conditions, and economic development. In terms of ideological concepts, the typical representatives of art education ideology are “essentialism and instrumentalism”. Instrumentalism emphasizes students’ creative self-expression, placing them at the center and based on their interests and natural nature. Essentialism emphasizes subject centeredness, emphasizes the inherent value of art, and advocates rigorous art courses. Both instrumentalism and essentialism approach art education from the perspective of human development needs, with an individual centered approach. At present, people are striving to strike a balance between these two concepts and avoid being fixated on a certain idea that may bring limitations. The debate and evolution between instrumentalism and essentialism have had a profound impact on world art education, and will continue to promote the progress of modern art education ^[1].

In China, art education has gone through different stages. In the early 20th century, influenced by Western modern trends, China began to introduce the Western art education system, opened some art colleges and schools, and cultivated a group of excellent artists. After the reform and opening up, Chinese art education has gradually flourished. Many art colleges and schools have reopened, cultivating a large number of artistic talents and emerging a group of outstanding artists and designers. At the same time, art education has also begun to focus on the inheritance and innovation of local culture, advocating comprehensive quality education, and cultivating students’ creativity and aesthetic ability. Owing to the rapid progress of information technology, art education has also entered the digital era. Many schools have begun to introduce new teaching content such as digital art and multimedia art, and have utilized the internet and mobile devices for remote teaching and online learning, expanding the boundaries of art education.

3. Current Situation of Vocational Art Education in China

Art education plays an essential role in curriculum construction and reform. Vocational art education utilizes art techniques to cultivate students' overall cognitive and creative abilities. However, for a long time, professional art education has tended towards technicalism, overly emphasizing the teaching of specific techniques, resulting in obvious problems in art education. Practical art majors are valued for their relevance to the economy, while elegant art majors are neglected ^[2]. This bias makes the practicality of commercial value the main focus of art education, while the cultivation of aesthetic spirit and culture is ignored. Vocational colleges should recognize that art education plays a critical role in quality education, which not only requires the cultivation of students' aesthetic and creative abilities, but also enhances their overall quality. In the current context, art education needs to focus more on balancing commercial needs and aesthetic values. Only by balancing the relationship between these two can we provide students with art education that promotes comprehensive progress, enabling them to meet market demands while maintaining artistic independence and creativity in their future career.

4. Diversified Development Trends of Higher Vocational Art Education

The world today is in an era of high-speed information transmission, diversified cultural development, globalized business competition, and high-tech progress. Education is widely regarded by countries as a priority area for development to meet the challenges of the times. Cross-cultural education has become an essential way to foster talents with a global perspective and cross-cultural abilities, promoting mutual understanding and respect among different cultures, and cultivating students' cross-cultural communication, cooperation, and innovation abilities. In cross-cultural education, art education needs to focus on students' cross-cultural awareness and expression ability ^[3]. Teachers can introduce works of art from different cultures and the creative concepts of artists, allowing students to understand and appreciate the forms of artistic expression in different cultural backgrounds. This can enable students to develop their cross-cultural abilities in the context of globalization and prepare for future career development.

4.1 Emphasizing the Subjective Role of Students in Higher Vocational Art Education

The development history of art teaching indicates that diversity is its fundamental characteristic, and the spirit of individual innovation is the energy and driving force behind the results of diversity. Looking forward to the future development of art education and teaching, we will more consciously promote the spirit of individuality and innovation. Therefore, in vocational art education, emphasizing the role of students as the main body is crucial. Teachers should connect with students' real-life situations, consider their psychological and physical characteristics, and focus on the fun of content and form to attract students' interest. For example, teachers can adopt different teaching methods and strategies based on students' learning differences to meet their learning needs. For students with weaker visual abilities, teachers can provide more visual aids, such as images, videos, etc., to help them better understand and perceive art works. For students who are relatively weak in artistic creation, teachers can use heuristic teaching methods to encourage them to freely create, and provide timely guidance and feedback during the process, so that students can demonstrate their personal style and uniqueness in artistic creation. Teachers can also combine students with social reality through practical activities and on-site inspections. By organizing students to visit art exhibitions and other forms, students can experience the power of art firsthand, cultivate their art appreciation ability and aesthetic awareness, and develop a lasting interest in art. They also enjoy paying attention to and being exposed to art, and stimulate interest and enthusiasm for engaging in art work.

4.2 Implementing Cross-cultural Education Concepts in Vocational Art Education

Owing to the development of cross-cultural education, the connections and cooperation between ethnic groups, countries, and regions are becoming increasingly close. The progress of

informatization has closely linked the world and promoted international exchanges and cooperation. This trend has narrowed the distance between people, making communication and cooperation more convenient. The originally closed regions of art and culture have begun to communicate, permeate, and integrate with each other, and the cultures of different ethnic groups and countries have also received mutual respect and acceptance. The development of cross-cultural education has given birth to the formation of a pluralistic view of art and culture. The progress of informatization has made the connections between countries closer, and on this “network”, various art forms and cultural traditions are rapidly spread and shared. The concept of diverse art culture means that students should view art in the world from a diverse perspective, and understand that whether it is art in Europe, Asia, or Africa, whether it is elegant or popular, any form of art has its value in existence. Therefore, vocational art teachers should attach great importance to the long-standing art and cultural traditions of their own country and ethnic group, as well as absorb valuable art and culture from other countries and regions. Teachers should actively advocate for an open and inclusive attitude among students, and encourage them to respect and appreciate art works from different cultural backgrounds. Teachers can guide students to understand the art culture of different countries and regions through diverse teaching resources and textbook displays, including artistic works, artists, styles, and techniques. In teaching, teachers organize students to conduct cross-cultural comparative studies, allowing them to analyze and compare artistic expressions between different cultures, helping students cultivate cross-cultural communication and understanding abilities, while deepening their understanding of various cultural characteristics, encouraging students to participate in international art exchange activities, such as international art exhibitions, promoting communication and cooperation with people from different cultural backgrounds, and broadening their horizons. Teachers should also focus on cultivating students’ critical thinking and creativity, encouraging them to integrate multicultural elements into art creation, and creating works with unique personalities and international perspectives. Students gain a deeper understanding and study of their own artistic and cultural traditions, understand their own cultural roots, and integrate these traditions into their creations, which helps to protect and inherit their own artistic heritage. Complementing the emphasis on the traditional art and culture of one’s own country is the absorption of the value of other art cultures, and the open acceptance of art cultures from other countries and regions. Students should broaden their artistic horizons, draw inspiration and skills, break cultural barriers, and enhance their understanding and respect for different ethnic and national art styles and cultures.

4.3 Establishing the Concept of Lifelong Learning in Vocational Art Education

With the strengthening of globalization and cross-cultural communication, students’ understanding of different cultures have become more important. In this context, vocational art education should cultivate students’ aesthetic ability and cultural awareness, and help them adapt to a diverse social environment. Lifelong learning means that students have the opportunity to access and learn art knowledge and skills at all stages. Firstly, artistic creation is an ongoing process that requires continuous learning and practice. With the transformation of society and the advancement of technology, new art content, styles, and methods are constantly emerging. Only through lifelong learning can students keep up with these changes and improve their art level. Secondly, the lifelong development of art education promotes the progress of students’ creativity and expression abilities. Art education not only teaches skills and knowledge, but more importantly, cultivates students’ independent thinking and creativity. Students will continuously explore their artistic expression methods and apply them to their daily lives and work. Lifelong learning can enhance students’ artistic creativity and unleash their personal potential. Finally, the lifelong nature of art education also helps to improve students’ cultural literacy and aesthetic abilities. Art is a rich and colorful discipline that involves different cultural backgrounds and artistic traditions. Lifelong learning enables students to have a deeper understanding of different cultural forms of artistic expression, cultivate cross-cultural awareness and appreciation abilities, and have a more acute perception and understanding of the beauty of art.

5. Conclusion

In summary, vocational art education in China is developing in a diversified direction. In terms of curriculum design and teaching methods, there is also a gradual emphasis on the subjective role of students. With the progress of globalization, the exchange between art and culture is becoming increasingly frequent, and cultivating art talents with cross-cultural perspectives has become particularly important. Therefore, vocational art education should actively promote the concept of lifelong learning, cultivate students' cross-cultural awareness and appreciation ability, and promote their comprehensive progress. Hope that vocational art education in China can cultivate more outstanding art talents and contribute to the prosperity of the cultural industry and social progress.

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