

Humanistic Concept of Fine Arts Education

The Reflection of Humanistic Fine Arts Teaching in China

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Abstract—Fine arts education is an important component of humanities and arts disciplines, and the main position of humanistic concept to convey as well. This paper combines current situation of fine arts education with humanistic concept in our country from four aspects respectively including humanism, emotional, nature and life to analyze the inner link between them, and puts forward relevant countermeasures aiming at the still existing problems.

Keywords—art education; humanistic concept; people; emotion; nature; life

I. INTRODUCTION

Fine Arts is a humanistic art discipline, whose original purpose is to influence students, purify their minds, enhance their states based on humanistic concept, and the ultimate goal is to let students have a strong spirit of humanism as well as to realize the balanced and comprehensive development of virtue, intelligence, physic and aesthetics on the basis of mastering knowledge and skills systematically so as to meet the demands of time and society. For the sake of Chinese economic reform and the deepening of quality education, the importance of art education has been being fully affirmed, meanwhile, the reform of art education has been being constantly promoted. The traditional teaching mode of "Artistic Mastery after Skill Acquisition", which unable adapt to today's education development environment, is too skill-oriented to be replaced by the concept of humanistic education and abandoned gradually by educators due to lack of pertinence and its aesthetic limitation.

II. THE IMPORTANCE OF HUMANISTIC EDUCATION CONCEPT IN THE CONTEMPORARY CHINA'S EDUCATION

Humanistic concept refers to an open-minded attitude towards attaching great importance to the people and their ideas. It stresses human value and dignity, and emphasizes the significance of human existence, ethics and cultural custom, at the same time, pays attention to interpersonal equality and freedom as well as the dependent relationship of harmonious coexistence between people and people, people and society, people and nature. Humanistic education concept means the human nature education for students with extensive cultural knowledge, elegant cultural atmosphere, excellent cultural tradition and deep practical activity as the

link so as to give the students full care about human nature, and focus on transferring teaching from pure skill to ascension of ideology, meanwhile, shape ideal personality, balance comprehensive development and realize personal value and social value, improve the students' cultural quality, humanity quality and artistic level. Obviously, in the concept of humanistic education, the concept of "humanity" is the core of this kind of education mode, because it emphasizes the significance of the humanities, the humanistic concept throughout the whole process of education, and makes education humanistic and personalized. It also emphasizes the students' mobility and willpower, encourages them to think, to feel, to find, to experience during the spontaneous and independent process so that they can accumulate rich knowledge and experience. At the same time, it also advocates the students to love themselves, others, society and nature. Only in this way it can actively cultivate students' abilities in cooperation and communication with others as well as promote the students, society, and nature to live in harmony.

After the founding of new China, especially after the application of the reform and opening-up policy, China's modern science and technology development is growing by leaps and bounds, productivity level is elevating, social division of labor is more detailed and specialized, work efficiency is improving, pace of life is quickening. People's daily lives have become stylized and rational to some extent, on the other hand, people's emotions are depressed by different degrees of mental pressure, so people became agitated, floating, inner world become empty, spiritual home is on the brink of collapse. In this case, the voice of the reconstruction of spiritual home is becoming higher increasingly. Additionally, people for the coordinated development of the perceptual and the rational demands is becoming more and more clear, thus, the emotional education burdens the teaching task, in which, fine arts education and music education owing to unique aesthetic features and the entertainment functions bear the brunt.

"The art curriculum standard of full-time compulsory education" enacted by ministry of education of our country presents clearly that the fine arts education should be people-oriented especially based on students' development, more importantly give priority to the application and popularization of humanistic concept. Under the guidance of "standard" and the relevant documents, the modern fine arts

education fades the demand for knowledge and skills compared to the traditional education, which pays more attention to students' thought emotion and value orientation, and develops the students' healthy character and individuality.

III. HOW TO CULTIVATE THE STUDENTS' HUMANISTIC CONCEPT BASED ON FINE ARTS EDUCATION

At present, the implementation of humanistic philosophy based on fine arts education mainly reflects the following aspects:

To begin with, people-oriented, transforming the fine arts classroom into one of the main platforms of humanistic ideas communication and cultivation. According to field investigation, the fine arts classes of most large and medium-sized cities in our country are being dominated by students, at the same time, the proportions of appreciation and practice time are increasing, compared with the past simple knowledge infusion, which not only can let the students take part in the fine arts teaching activities at the greatest extent, but also make the students become the masters of the classroom and harvest a certain knowledge in the autonomous and conscious art practice of fine arts. Furthermore, the students can attain multifaceted discipline knowledge like principle of light and shadow, color aesthetics, and Proportional division. What's more, they may thoroughly understand the masterpieces during the process of appreciation and grasp the art creation background and ideological connotation, thus, the humanistic spirits can be absorbed in their inner world, and applied into their own artistic practices. For example, chapters related to Chinese ink paintings in the textbook of fine arts appreciation, by means of organizing the students' appreciation and discussion of the famous ink paintings in China from ancient times, so the students can more intuitively grasp the aesthetic processing like "the character of free sketching" and "spirit likeness" of Chinese ink painting, as well as the spirit of the pursuit of "harmony" and "great unity". Take "in the spring of ten frogs" by Qi Baishi in 1951 as an example, this picture appears in many art appreciation teaching materials, and users include elementary students, middle school students, college students and social people. In fact, frogs do not appear on this picture, only six lively and cheerful little tadpoles in the fast-flowing water with lovely tail down the river. When people watch, they will unconsciously associate it with the upstream of frogs, as if they can hear the faint sound of water and frogs. Through the appreciation, the imaginations of students was provoked, at the same time, they can have accurate understandings of philosophical and aesthetic views regarding the Chinese traditional culture such as "nothing defeats having", "create something out of nothing" and "silent enlivening", which are important to improve quality and enhance personality. Another example, when appreciating oil painting of "founding ceremony", through the setting of a festive red, students can real realize the people were full of inside excitement, joy and happiness at the moment of founding. The students can feel they are faithful for revolutionary results, desirable to the future

achievements and devoted to the people based on the smile and charm of great men on the rostrum. All the inner feelings can only be captured through this "hearted" appreciation. It is no exaggeration to say, traditional knowledge infusion of these emotional convey effect is far less than the humanistic philosophy by thousandth under the guidance of the form of art education. Through humanistic ideas behind the paintings, the students will cherish new life gradually, meanwhile, can also be more firmly to protect the fruits of victory from predecessors, which are crucial to their healthy personality and lofty mood.

Secondly, explaining reason by emotion, that is putting the fine arts classroom into humanistic concept of situational exercise field. Fine arts education to some degree is a kind of situational education and emotional education. In the teaching process, the teacher should prepare classes carefully, taking advantage of specific teaching equipment, and making a particular life situation in order to arouse students' inner emotions and stimulate their learning potential. At present, the teaching method has achieved good practical results in fine arts teaching at quite a number of large and medium-sized cities in our country. Some schools, for example, carry out the "environmental art design class", and let the students bring sculptures, photographs, videos, music, etc. into the classroom to create a particular situation, such as "Monument to The People's Heroes", "Victory Gate", or other small sculpture model of hero monuments into the classroom. When showing these works of art, the teacher will play grand background music such as "Heroes of Order & Chaos" or "La marseillaise" to make the students have a panoramic impression about the nature of war and its influence, get to know the essence of the difference between war and peace. Therefore, they can not only understand the connotation of the works as well as form their correct world outlooks, views on life and values, but also have more scientific political views. Some schools appreciate the statue or portrait of Martin Luther King in the meanwhile play his world-shaking famous speech "I have a dream", not only can let the students understand his intrinsic tutelage and his political bias, but also make students clear the importance of equality, peace, freedom. Consequently, they will more cherish present life and serve for the progress of mankind, which maybe the most important part of humanity.

Thirdly, loving the nature, putting the fine arts education into the philosophical classroom of dialectical unity relationship between human and nature. The beauty of nature can not only entertain people's body and mind, but also can purify people's heart, enrich people's emotion, cultivate people's sentiment, awaken people's imagination, thus, stimulate the creativity of people. In the fine arts teaching, many teachers lead the students out of the classroom, draw the natural scenery, and let the students appreciate the divine beauty of the nature. In addition, forming the habit of finding and expressing beauty to improve the aesthetic taste and conception, eventually to form the attitude of approaching nature, loving nature, respecting humanistic ideas, protecting the natural ecological environment, Therefore, to desire for a better life.

For example, in appreciation of outstanding works "sunflower" by Van Gogh, the teacher brings a bunch of beautiful sunflowers into the classroom, or lead the students to the garden to appreciate, let them express these beautiful flowers and vitality according to their own aesthetic concept. Therefore the students will have a further profound understanding about what is good, what is life, what is belief etc., which will form an overall guidance about their own words and deeds subconsciously so that make their own personality more perfect, personality development more comprehensive. We can say this is the ultimate goal regarding humanistic idea in the aspect of cultivating people.

Fourthly, returning to life, transforming the fine arts education into the humanities knowledge exchange places. Art comes from life, to grasp the essence of art, we should be back to real life and get the inspiration of art. It is worth mentioning that the life is not constrained by an individual but communicate with society and nature that is to say they are overlapped. This is a life of communication or humanity. At present, a lot of art education workers have noticed the importance of letting arts classroom return to life, correspondingly, they often arrange students for the fine arts creation according to family life or campus life as a material, and carry out related works show or competition, such as starting with a family as the theme of blackboard or pictorial, or according to the life aesthetic experience of campus greening model provides advice, to beautify the campus publicity column window, organize students to make a card based on such as father's day, mother's day, teacher's day and so on. As a result, the fine arts education jump the traces of the classroom teaching and professional knowledge of perfusion, on the contrary, become a part of life, thus, interests and attractions both are enhanced. Consequently, the enthusiasms about life and society of the students are deepened through a series of meaningful activities. Meanwhile, the students' love degree of life and social can also greatly deepened, additionally, the transfer of humanistic concept effect is more profound too.

IV. CONCLUSION

Of course, integrating humanity into the fine arts teaching needs a long way to go. However, in some small cities and remote areas in China, the traditional exam-oriented education thoughts still significantly affect the art teaching activity, far from achieving the requirements of quality education, humanistic concept in the whole process of teaching is still in a state of absence. In order to settle this problem, we shall start from the society, schools, teachers and parents altogether from the above four aspects. Society should give enough attention to the fine arts education, and can't be replaced so increase the manpower and material resources to promote and supervise the school fine arts education and humanistic concept of integration. School should change with the concept of enrollment rate running school, conversely, the teaching target should emphasize the all-round development of students, the importance of art teaching should be equal with other disciplines, and actively respond to the call of quality education, highlight the discipline of the humanistic spirits. Teachers should pay

more attention to the personal quality of ascension, to cultivate higher level of open consciousness, innovative consciousness and universal consciousness, making efforts to put himself into the humanities teacher, to cultivate the students to be well-rounded people. For the parents, they should actively cooperate with the school and the teacher's work, to help students fully involved in the art of teaching activities and promote their comprehensive developments by means of monitoring the relevant practice, and regular communication with teachers.

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