Research on Application of Guided Instruction in Advanced Art Education

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Abstract: The concept of teaching students according to their aptitudes in teaching is more concerned by people, and people play the role of serving the society. The role of art education is even more essential and inextricably linked. Guided teaching in art education in colleges and universities gives the greatest space for the development of students' character and the creation of students' artistic language. In the teaching process, art education is regarded as the main guide way to students' life planning in the future. Shaping students' pursuit of the value of life, enhances the overall aesthetic quality of the community in the future. Under the circumstances that everything is newer and faster, reform is of course indispensable. However, considering the actual conditions of our country and society and culture, it is more realistic to find a soft way to promote the development of fine arts education in colleges and universities.

Keyword: Art education, Guided teaching, Teaching process.

1 Introduction
In the history of our country in the Western Zhou Dynasty and the Spring and Autumn Period, the education system has developed quite well. During the Eastern Han Dynasty, Emperor Han Ling actively promoted the development of the arts and opened "Hongdu Menology" in the capital. After nearly a thousand years of development, China's ancient higher art education also produced a new milestone. In the Song Dynasty, the powerful people in power who admired the art of our country made the art education in China get further development. By the early twentieth century, Cai Yuanpei, then president of Peking University, greatly promoted the role of art education. From the end of Qing Dynasty and the beginning of the Republic of China to the Republic of China, with the founding of New China, the period of reform and opening up was ushered in during the Cultural Revolution. At the end of the 21st century, art education in colleges and universities turned from solidism to aesthetic education and returned to political service Aesthetic education, each period has the characteristics of the times.

In summary, on the pattern of art education in contemporary colleges and universities can learn from the art education in different historical periods. In addition to examining
the problems that have arisen in the development status quo, the art educators in China, while reforming the current state of art education and creating new models of teaching, must also acknowledge the rich harvest of contemporary art education in order to further promote the improvement of Chinese art education. Higher art education also changes in the world, weakening the proportion of courses on art techniques, and paying more attention to the cultivation of artistic concepts.

Although the higher art education in our country has formed its own system and characteristics after its long development, the higher art in China is bound to trigger new thinking and renew the idea of higher art education in our constant exchanges with western art. In the current social context, the difficulty of obtaining employment for art graduates caused by the expansion of enrollment is intensifying. How to let the society accept these graduates of art major and how to give art graduates sufficient knowledge reserve and strong working ability are the key points that should be considered in contemporary art education.

2 The Necessity of Guided Instruction in Higher Art Education

When people talk about art education, all thinking questions are what is art? Why art? What kind of art? Beauty can be a painting, a sculpture, everything in the eyes of the center cause pleasure, resonating things can be beautiful. Then the understanding of art can be extended to create an aesthetic process and end product. Specifically, calligraphy and painting, sculpture and architecture, music and dance, and various new media can all be called art. Art can also be called a personal desire to share or influence others through their unique experiences. Contemporary art education is to devote themselves to shaping students' knowledge of creating beautiful skills and sharing the beauty so that each student not only has the pursuit of material but also spiritual needs, tries his best to balance reason and emotion, and shows his ability at work At the same time also be good at living and entertainment. From the perspective of social relations, this is the harmony and coordination of each other in society and the characteristics and significance of higher art education. The study of art does not mean merely learning a certain art form and skill. The core of its intrinsic learning is to cultivate the unique aesthetic ability of each person, and second, to learn the ability to create beauty. Finally through the training of artistic skills, to explore the spiritual level of aesthetic education, that is, the aesthetic interest in life. Although art has no boundaries, she always cut the political connection. The singing of different artistic melodies in different times has deeply stimulated the growth of diverse art faces. The beauty of art is that no matter where the mainstream is going, new forms of art are constantly emerging.

The transformation of the idea of art can not be separated from the background of integrating contemporary social culture, and the knowledge-based economy will eventually develop towards a creative economy, which means that people in the creative class will bring more new ideas to the world. As far as art education is concerned, the teacher's function should be solution-oriented and supplemented. In the future, art teaching should increase the proportion of students' cognitive process of art guidance and help to find and establish their own artistic language. This is more conducive to cultivating students' curiosity about art and creativity of art. Make students from passive education to active exchange in exchange for knowledge. In teaching activities, education is emancipated only when everyone who participates in teaching has the right to produce knowledge. Students, both of whom should
be mobile, teachers and students should be active participants in teaching activities rather than passive consumers. First of all, contemporary art students tend to acquire basic and normative theories of knowledge autonomously. Teachers are more often mentors and collaborators, and they play an equal role in teaching activities.

3 Enlightenment of Guided Instruction on Higher Art Education in China

The development of education cannot be separated from the economic constraints, but also needs to grow under certain political and cultural systems. Art education cannot be separated from the stimulation of the art market. Art education in contemporary colleges and universities directly serves the next batch of people who have entered the art trend, and the future direction of our art field is still being explored. However, most of the test criteria currently under our education guidelines are standardized tests. This policy of locating students' abilities in the high ground of achievement is based on consistency rather than diversity. The role of the exam should be for learning, not as a factor impeding learning enthusiasm. If from the educational system, this is a factor restricting the growth of art education in colleges and universities.

From the perspective of social external factors, the knowledge and skills imparted by art major in colleges and universities need to cater to the specific needs of society to have value so that the value of art students in colleges and universities can be truly reflected. Second, in the eyes of most students and parents, the purpose of accepting art education in higher education is to cater to the needs of the contemporary art market and to embrace such opportunism. Not out of responsibility for the art heritage or the pursuit of art level. Therefore, in such a social reality, schools must balance the basic tasks of students and their parents with the eager mental stimulation and art education under the economic stimulus in their art education. To take the social needs of aesthetics as a measure, not only to meet the needs of society, but also reached the social functions of art in colleges and universities. In terms of the internal level of the school, in recent years, many schools have expanded rapidly. Their fiscal revenue and expenditure are not optimistic. Many colleges and universities are facing funding problems. However, in order to carry out high-quality art education courses must be inseparable from the funding guarantee. Therefore, such national conditions and economic level are also factors restricting the development of art education. Although state and social enterprises are supported on the one hand, under such conditions, teachers in the front line of teaching under such a system should also consider how to reach aesthetic teaching tasks under the existing economic resources.

4 Conclusion

Teaching is a profession that requires creativity and requires proper creativity in teaching because education is not a mere output and it does more than simply convey the information it receives. Education also needs to exchange knowledge with students, receive feedback from students, and even give pointers. Learning is one of human nature, did not complete the good teaching practice is not because of creating a good educational environment. When teachers no longer occupy a leading position in teaching activities, they instead stimulate students' interest in learning and arouse students' enthusiasm for learning so as to win the attention of students. In such an equitable teaching environment, teachers and students can
make perfect interaction. We must distinguish the difference between teaching and education. If the practitioner is teaching only in the teaching process, and the students do not acquire any knowledge from there, then the invalid teaching is out of the educational purpose of guiding the students to learn, and the teacher's mission is to help students make learning easier. Guided teaching about the enlightenment of art education in colleges and universities is very helpful for us to transform the current objectivity in teaching of art in colleges and universities into curiosity. It will guide students to use their eyes to feel the outside and touch the world, and observe the life with both hands.

References