

Art Education and the Cultivation of College Students' Innovation Ability

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Abstract

Based on relevant theories of art, pedagogy, brain science and psychology, this paper analyzes the relationship between art education and innovation ability cultivation. By studying the cognitive mode of art, the composition and characteristics of art thinking, and the relationship between art and science, this paper analyzes the role of art thinking in the cultivation of creative image thinking. Finally, some Suggestions on how to cultivate creative thinking are put forward in the hope of reference value for the implementation of artistic quality education and the cultivation of innovative ability in the future.

Keywords

Art education, students, creative ability.

1. Introduction

In the development of human civilization, humans use science to understand the external world, and examine themselves through art spiritual world [1]. The value of art education is not only reflected in the improvement of the individual's aesthetic quality, but more importantly, the dynamic factors such as artistic perception, artistic emotion and artistic imagination produced by the human inner instinct through art learning stimulate the individual's creative impulse. Art education has a potential motivational effect in the process of cultivating college students' innovative ability [2]. Since primary education and subsequent stages of higher education pay attention to more logical forms of learning, but the training of non-logical thinking abilities such as image thinking and intuitive thinking is relatively lacking, resulting in insufficient imagination, standardization of thinking and restricting college students' innovative ability development. This article theoretically expounds the role of art education in promoting the cultivation of college students' innovative ability, that is, the role of art perception in cultivating college students' sensitive observation, intuition and inspirational thinking ability, and how to improve college students' comprehensive ability through art education.

2. The Role of Art Education in Cultivating Innovation Ability

2.1. Exploiting Creativity Potential Is the Purpose of Art Education

Art education should guide the cultivation of the sense of art in the civilized world, the creativity in the art process, the ability to express language in artistic communication, and the ability to judge art products that are indispensable [3]. It is generally believed that art learning can make people obtain aesthetic experience and aesthetic pleasure, and help discover and understand beauty. This view leads people to believe that the goal of art is to provide aesthetic experience. In fact, beauty is only an important aspect of art. If art learning is confined to

aesthetic pleasure, it is easy to ignore other functions of art. Art education should precede any other disciplines to develop creative problem-solving ability and cultivate innovative ability.

The predicament of modern society is that it pays too much attention to science and science-based industries but ignores the humanities, and modern education has copied this model. At the expense of spiritual freedom, education now shapes people according to a standardized model. However, the power to support the development of social civilization and the artistic activities that inspire people's inner life and creativity cannot be ignored. Art originates from the instinctive and spontaneous emotional activities of human inner life, and the power generated by this activity stimulates the creative impulse.

2.2. Art Education Promotes Brain Development

According to the results of scientific research, the brain is composed of left and right hemispheres. The left hemisphere is responsible for language, calculation and logical reasoning, and the right hemisphere is responsible for imagination, creation and image thinking [4]. Although the left and right brains are not distinguished by priority, the development of the right brain is often ignored in previous education. The results obtained by measuring brain wave activity show that the difference in the general left and right hemisphere asymmetry is not significant for subjects with different levels of creativity, but in the two tests that use paper and pencil to evaluate creativity, hemisphere activity is both in both experiments. Shows the same pattern. Highly creative subjects show more right hemisphere activation. Moderately creative subjects show stronger reverse asymmetry, that is, the left hemisphere is more active and uncreative subjects show both hemispheres. The same activation. Therefore, individuals with higher levels of creativity rely more on the right hemisphere rather than the left hemisphere in their creation. The method that is conducive to increasing the activation of the right hemisphere is conducive to creativity. According to the division of labor of the human brain, the main functions of the human right brain are spatial orientation discrimination, image thinking, music, art, dance, emotions and emotions, etc., all of which are closely related to artistic thinking. People who are often in artistic thinking have great stimulation and influence on their right brain, and this influence can be transmitted to the left brain through neurotransmitters, and then promote the development of the left brain. Therefore, art education is a good way to develop the human brain.

2.3. Artistic Thinking Promotes Innovative Thinking

The core of innovation ability is creative thinking [5]. Creative thinking is a special advanced form of thinking, which is developed on the basis of general thinking. The process of creative thinking is not only the unity of divergent thinking and concentrated thinking, but also the unity of image thinking and abstract thinking. The viewpoints of two types of thinking have been confirmed, namely, one is abstract thinking with the help of concepts, judgments and reasoning, and the other is image thinking with representation. Pavlov's theory of "artistic" and "thinking", the types of human advanced neural activity, illustrates the difference between the two forms of thinking from the activities of two human signal systems. Gardner's theory of multiple intelligences explains the irreplaceable role of art in the formation of human intelligence from the perspective of psychology.

The cultivation of college students' innovative ability depends on the level of balanced development of the two systems. At present, traditional higher education focuses more on the development of language and abstract ability in the cultivation of college students' innovative ability, while the relative training in image thinking ability is relatively lacking. Therefore, the combination of art education and the cultivation of college students' innovative ability needs to be strengthened.

2.4. The Effect of Art Education on the Cultivation of College Students' Innovation Ability

Artistic thinking ability is conducive to promoting the cultivation of college students' innovative ability, which includes three aspects: artistic perception, artistic emotion, and artistic imagination [6]. Artistic perception is not the same as general perception. It is the ability to feel and grasp the external image of things, usually called observation. Through the training of students' artistic perception, students can cultivate their sight of discovery, and make students re-pay attention to things that are accustomed to them in order to gain new feelings and understanding. Emotion is a person's attitude and experience of whether objective things meet their own needs, and it is the direct driving force of creation. In art education, through the cultivation of artistic emotional power, students' hearts can be drawn from a calm state to a stimulating state, thereby making their thinking more active and sparking creative enthusiasm. History has proved that many scientific creations in the world can be said to benefit from the inspiration of artistic imagination. In terms of cultivating imagination, art education has its own unique advantages, which is determined by the characteristics of art itself. Art has the characteristics of freedom, ambiguity and uncertainty. These characteristics provide people with a broad space of imagination and association for the understanding and interpretation of art, and enrich people's imagination. Through art education, the initiative of students' imagination can be effectively developed.

3. The Methods of Promotes the Innovative Ability of College Students by Art Education

The content of art education should be diversified, multi-layer and comprehensive. The species involved in the education of art should not be limited to a single subject, but rather a situation of visual art, music, dance, drama, etc. Many art educators argue that this multi-disciplinary course is based on a variety of courses that cross, complement and promote each other. They believe that this will help students improve their overall quality and artistic literacy.

Secondly, the method of art education emphasizes inquiry and individuation. Students can fully mobilize the enthusiasm and initiative of students by choosing topics they are interested in for exploration, thus cultivating their innovative spirit and exploration skills. In addition, special attention should also be paid to the differences of students, teaching students in accordance with their aptitude, on the basis of a comprehensive understanding of students' personality, to fully develop their potential. For example, group teaching, according to the students' artistic ability and interests to form a group, for them to develop teaching procedures, determine the content of teaching, regular training, promote development.

Finally, art education should respect students' autonomy and emphasize their creativity. In art education, rigid imitation is harmful to the independent and creative development of students. Generally do not be eager to show their work, also do not be eager to ask students to copy. The usual approach is to provide students with a template and ask them if this is the only or correct form to encourage them to be different and express their thoughts and emotions in unique ways.

4. Conclusion

In this research, using related theories such as pedagogy, psychology, brain science, and art, it is proposed that art education can promote the development of college students' innovative ability. As the only subject that starts with a concrete image, art education has an irreplaceable role in the cultivation of college students' innovative ability. This article not only analyzes the role of art education in promoting the cultivation of innovation ability by theory, but also puts forward suggestions and measures for the implementation of art education from practical

perspective. It is hoped that it will have certain reference value for the implementation of art education and the cultivation of innovative ability.

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