

CULTIVATING ARTISTIC VISIONARIES: STRATEGIES FOR UNIVERSITIES

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Abstract

This paper discusses the cultivation of students' innovative abilities in art education in universities. The author argues that art education should not only focus on helping students master the basic skills of art creation, but also on cultivating their innovative thinking. The author then analyzes the problems in the current practice of cultivating students' innovative abilities in art education, and proposes some operational and targeted strategies and solutions.

1. Introduction

In art classification, art is also known as plastic art, visual art, spatial art, and static art. It refers to the use of certain material materials, including color, paper, canvas, soil, stone, wood, metal, etc., to create two-dimensional or three-dimensional visual images. It is used to reflect natural and social life, and adds the subjective ideas and emotions of the creator. The process of artistic creation has a strong subjectivity, which tests the individual abilities and mood of creators. In addition to helping students master the basic skills of art creation, college art education also needs to clarify students' demands, enable them to master innovative thinking, and ultimately achieve the goal of creating new works and forming new styles[1].

At present, there are still some problems in the practice of cultivating students' innovative abilities in art education in universities. Unclear teaching positioning, outdated teaching methods, and disconnect between theory and practice are not conducive to the comprehensive development of students. This study provides in-depth analysis of this issue based on long-term frontline teaching experience, and proposes some operational and targeted strategies and solutions.

2. The importance of cultivating students' innovative ability in art education in universities

Cultivating students' aesthetic and innovative abilities is the primary task and top priority of art education. Art education in universities, as an important component of art majors, needs to focus on cultivating students' aesthetic and innovative abilities in order to promote personalized development. Innovation is the soul of a nation's progress and the core of human society's progress. As college students in the new era, they need to possess innovative awareness and ability, engage in a series of activities such as thinking, observation, and operation, innovate and create to meet the needs of national and social development [2]. Therefore, in art education in universities, it is necessary to attach great importance to the cultivation of students' innovative ability, which is mainly manifested in:

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2.1 Promoting the formation of artistic individuality

Innovation is the spirit and soul of art education, which can inject more vitality and vitality into art works, and enable creators and viewers to achieve emotional resonance. Contemporary college students, on the other hand, are in a stage of active thinking and enthusiasm. They not only dare to think, observe, and explore, but also actively receive new ideas and things, and then engage in practical operations to showcase and express their personal charm. Through the cultivation of students' innovative abilities, under the guidance, guidance, and encouragement of teachers, students can be guided to actively accept and create, actively explore and showcase, which is conducive to their personalized growth and development. In this way, the seeds of innovation can be deeply implanted in the hearts of students. With the careful care of teachers, they can bloom and bear fruit, demonstrate infinite charm, and promote the formation of academic and artistic individuality.

2.2 Promoting the improvement of aesthetic ability

Art learning requires appreciation, appreciation, and creation. Art works mainly express themselves and subjective emotions, in order to form their own unique creative style and meet the goals and requirements of art education in universities. Through the cultivation of students' innovative ability, it can guide them to observe and think, communicate and explore, invisibly improving their ability to discover and appreciate beauty, and it can observe and think from a unique perspective with a keen eye, then innovate and create, gradually improve one's aesthetic ability, and ultimately improve one's overall artistic literacy.

Through art education, students' thinking can be dispersed, and the feasibility of demonstrating 'beauty' through diverse means can be explored. The society as a whole is in a constantly changing state, and the vast majority of ideas and cognition will have certain limitations over time. Some traditional forms of artistic creation that do not conform to mainstream aesthetics or mainstream artistic aesthetics, as well as the way beauty is presented, may become popular things that the public can generally accept and give high evaluations in the new era [3]. If art, including fine arts, adheres to conventions in terms of creative form and presentation effects, and lacks new development directions, it means that the corresponding art field will inevitably decline. Based on this, in the process of art education in universities, teachers should actively encourage students to boldly imagine. As long as the overall image is presented as "beautiful" and does not cause discomfort, teachers should not easily deny it.

3. Problems in cultivating students' innovative abilities in art education in universities

3.1 Unclear positioning of teaching objectives

The unclear positioning of teaching objectives refers to whether the talent cultivation goals of art education in universities are mainly focused on imparting theoretical knowledge of art and training skills and techniques, while neglecting the cultivation of students' innovative abilities, seriously hindering their comprehensive physical and mental development. Firstly, with the continuous expansion of enrollment in universities and the increasing number of students, it has led to an increase in teaching pressure. Under heavy teaching tasks, only the universality of teaching content and the practicality of teaching methods are emphasized, while the cultivation of students' innovative ability is ignored. Neglecting the guidance and penetration of students' innovative abilities in the design of teaching content and the application of teaching methods. Although students possess rich art knowledge and superb painting techniques, they still have many shortcomings in terms of aesthetic ability, innovation ability, and artistic personality. Secondly, in the context of the national implementation of the innovation driven development strategy, many universities still use the traditional talent training system, and have not been able to reform and optimize the training objectives, content, methods, and other aspects in a timely manner. To meet the requirements of the times, improving teaching content and methods can promote the cultivation of students' innovative abilities. Finally, the cultivation of innovation ability is only reflected in words, and the representative phenomenon is that many teachers and research workers open their mouths and say "there should be innovation" and "the creative form should be innovative".

However, there have been no corresponding changes in the evaluation criteria, and students have not been informed of "how to innovate" or "how to choose the direction of innovation". This "innovation" has almost become "formalism" and extremely lacks practical value.

3.2 Obsolete teaching methods

The application of teaching methods is also related to the cultivation of students' innovative abilities. At present, there is still a problem of outdated teaching methods in cultivating students' innovative abilities in art education in universities [4]. Firstly, the copying method is the most commonly used method in art education in universities, mainly for copying paintings in the classroom. In the process of copying, there are few opportunities for students to think and observe, and the guidance and guidance of innovative points are ignored. Although students' painting skills have been improved, their aesthetic and innovative abilities have not been improved in any way. Secondly, in cultivating students' innovative abilities, it is necessary for them to engage in art learning independently and passionately. As a course teacher, one should be adept at innovating teaching methods and means. However, in actual teaching, due to the heavy teaching tasks, classroom time is tight. Therefore, many teachers overlook the innovation of teaching methods and still use outdated methods, which is not conducive to stimulating students' interests and mobilizing their enthusiasm. As a result, the entire classroom is dull and boring, and students' enthusiasm for innovation is not high, unwilling to participate in innovation and creation.

3.3 Theoretical and practical disconnection

Art education in universities requires a combination of theory and practice in order to promote the comprehensive development of students. However, in practical teaching, there is still a disconnect between theory and practice. Firstly, influenced by traditional educational concepts, most university teachers and students tend to prioritize practice over theory, resulting in weaker students' artistic perception, aesthetic ability, and innovation ability. Therefore, in artistic creation, many students fail to actively discover, be good at receiving, and have the courage to create, resulting in a serious lack of innovation and creativity. Secondly, university teachers neglect the guidance and guidance of innovative abilities in art practical teaching. In addition, the entire class time is limited, and classroom exercises and after-school training are not properly allocated, resulting in poor students' ability to learn independently. The construction of practical training bases is relatively limited, which cannot achieve the development of students' personalized abilities.

4. Strategies for cultivating students' innovative abilities in art education in universities

4.1 Clear teaching positioning

In the context of the new era, universities must first clarify the positioning of art education in order to cultivate high-quality talents that the country and society need. Firstly, the leadership and professional teachers of universities should keep up with the development of the times, actively participate in learning and training, actively change their own ideological concepts, and improve the teaching ability and professional level of teachers. Not only should we attach importance to imparting students' theoretical knowledge of art and training them in painting skills and techniques, but we should also focus on cultivating students' aesthetic taste, innovative ability, and good moral cultivation, with the improvement of students' comprehensive quality as the teaching goal and core. At the same time, emphasis should be placed on cultivating students' innovation ability and free creativity in order to achieve positive development in future job positions. Secondly, cultivating students' ability to discover, appreciate, and create beauty is the focus of art education in universities. In the adjustment of teaching positioning, whether it is teaching objectives, teaching content, curriculum design, or teaching methods, the above three contents must be reflected. In the implementation process of art education, the focus is on cultivating students' innovative awareness and creative ability, and encouraging personalized development of students. Finally, universities need to conduct research on industry positions and students' individual potential. Then, based on the characteristics of art education and in line with

the actual needs of society, adjust the teaching positioning. From guiding students to establish a correct artistic perspective, to learning with innovative awareness and creative thinking, gradually guiding them to break free from various constraints, dare to explore and create independently, thereby improving students' comprehensive abilities and meeting the needs of society and job work.

4.2 Improving teaching methods

In art education in universities, we should comply with the requirements of the times, continuously improve teaching methods, guide students to actively innovate and create in viewing, thinking, and experiencing, and achieve the integration of knowledge and skills learned.

4.2.1 Cultivating in work appreciation

Appreciation of works is the first step in art education, which is the process of understanding thoughts, emotions, and other aspects. In this stage, teachers need to do a good job in guiding and appreciating the content and form of expression, and then carry out innovative creation. As art teachers in universities, you can choose art works that showcase innovative themes and then use multimedia courseware to showcase them to students. Next, provide students with sufficient time and opportunities to guide them in viewing, thinking, communicating, and experiencing, comprehend the innovation in the content and form of the work, and explore the ideological, emotional, and thematic values within it. Finally, in art creation, it also integrates its own thoughts, emotions, and other aspects, launching innovation and creation in art. For example, Lang Shining's "Hundred Steeds Painting" combines Chinese and Western painting techniques, which is an innovative expression and reveals the author's thoughts and emotions. In the appreciation and exchange of works, innovation permeates invisibly, and then guides students to dare to learn and actively showcase.

4.2.2 Infiltration in on-site creation

Whether it is sketching, watercolor, oil painting, wood carving, clay sculpture, etc., in the process of students' art creation, timely infiltration of innovation ability is encouraged, and students are encouraged to actively innovate and freely create. In terms of themes, content, and techniques, innovative highlights are reflected. In actual teaching, teachers need to teach according to their aptitude and teach according to the individual differences of students. Propose different guidance methods based on different themes and content. In the teaching of character painting, in order to draw characters' personalities, expressions, etc., it is necessary to combine their living environment, personal experience, and integrate their own ideas and emotions for innovation, in order to make the characters lifelike. Teachers can use comparative teaching methods or on-site observation methods to compare works that incorporate innovation with those that do not; and observe excellent art works, constantly instill innovative awareness in the teaching guidance process, and fully mobilize students' creative enthusiasm. In landscape painting, it is also necessary for teachers to permeate innovative consciousness in the theme, content, and techniques. Firstly, guide students to boldly conceive, engage in thinking and imagination; next, based on actual life, determine the theme and content; Finally, apply the knowledge and skills learned, inject innovation awareness, create their own world, and invisibly cultivate students' innovation ability. In the production of wood carvings, clay sculptures, etc., students are encouraged to collect materials from life and nature, innovate and create, and closely integrate innovation with art education.

4.2.3 Improvement in mining affirmation

Every student has innovative abilities that require the exploration and affirmation of teachers. As art teachers in universities, it is necessary to actively explore students' innovative abilities, and then provide affirmation and support, encouraging students to innovate boldly and freely, in order to enable students to have innovative abilities in their learning, life, and future work. In practical teaching, teachers should leave ample opportunities for students to appreciate, think, communicate, and explore, and then encourage students to boldly discover and showcase themselves, highlighting their own strengths and advantages. Then, it is up to teachers to

explore, recognize, and support, provide opportunities for practical exercise, mobilize students' enthusiasm for innovation, dare to win new and innovative awards in art creation, highlight individuality, and deeply embed innovation in students' hearts.

4.3 Integrating theory with practice

The close integration of theory and practice is an inevitable trend in the reform of art education in universities, and it is also an effective way to cultivate students' innovative ability. As leaders and professional teachers in universities, it is important to actively integrate theory and practical courses, allowing students to experience, think, and innovate, ultimately achieving comprehensive development. Firstly, in the teaching of art theory, it is necessary for art teachers in universities to pay attention to students' practical experiences, and use modern teaching methods to develop aesthetic and innovative abilities through practical experiences through teaching methods such as audio and video. For example, in the explanation of art theory knowledge and in the teaching of other art literacy courses, guide students to dare to think and communicate, explore and experience. Gradually transform students' ideological concepts, enhance their innovation awareness and passion for art creation. Secondly, in art practice teaching, it is necessary to focus on the infiltration of art knowledge and the appreciation of art works, and then encourage students to express their own perceptions, experiences, and other aspects. Next, dare to boldly think and imagine, apply the knowledge and skills learned, and actively engage in artistic innovation and creation. Through the combination of theory and practical teaching, it continuously stimulates students' innovative spirit, cultivates their aesthetic taste, and enhances their artistic cultivation. Finally, incorporate innovative and creative abilities into the evaluation system of art education curriculum, and through assessment from both theoretical and practical perspectives, it attracts the attention of university students and enables them to actively participate in innovation and creation.

5. Discussion

The article mainly explores from the perspective of art education. The education that focused on art knowledge and skills in the past has been difficult to adapt to the development of the new era, and now the education reform has put forward higher requirements for art education [5]. Art is constantly evolving, and many classic works of art are innovations based on previous works. So, when teaching art, teachers should not only impart knowledge, but also enhance students' creative awareness. As students age, their creative thinking significantly increases and they gradually develop the ability to think independently. In the classroom, teachers should respect students' ideas, encourage them to think from different perspectives, and break free from conventions. Art is full of a sense of freedom, and many artists have emerged in modern times. They have broken through the constraints of tradition and enriched the form and content of art. Students should first form a holistic understanding of art when learning, and then innovate on the basis of existing knowledge. During this period, teachers should guide students to unleash their imagination and avoid being trapped by rigid thinking. At the same time, they should respect students, give them space for independent thinking, and enable them to continuously innovate in a relaxed and pleasant environment. Art education in universities plays a crucial role in cultivating students' aesthetic ability, creativity, and innovative consciousness.

Art is a category of visual art that combines material and spiritual elements. In modern life, art not only exists in art museums, galleries, and other places, but also permeates various aspects of people's lives. Art education is not simply about teaching knowledge and skills, but about cultivating students' core competencies, enabling them to develop aesthetic abilities and gain an artistic perspective to observe the world. Artists are influenced by society and family to express their thoughts and emotions through art works, which reflect the development of society and the times. In the process of art education, students will not only feel the charm of visual art, but also feel their own life value, which will affect their future development [6]. Therefore, art education has the functions of aesthetics, teaching, cognition, and communication at the same time. Although the focus of various functions varies, they can all be reflected through aesthetics. Therefore, the social function of art

teaching is strong, which is of great significance for improving students' aesthetic literacy, inheriting traditional culture, and promoting economic development.

6. Conclusion

In summary, in art education in universities, the focus is on cultivating students' innovative awareness and creative ability, promoting their comprehensive development. So in future teaching, we can gradually cultivate and enhance students' innovation ability by clarifying teaching positioning, innovating teaching methods, and combining theory with practice, guiding students to dare to innovate and create freely, and ultimately improving their comprehensive abilities.

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