

Exploration of Public Art Education in Venues Driven by Constructivism Learning Theory of "National Art Reconstruction"

Xu Yuelan, Ren Lizhuo, Zhuang Jianbo

*XianDa College of Economics and Humanities, Shanghai International Studies University,
Shanghai, China*

Abstract: With the continuous development of the times, China's educational concepts are constantly updated. China gradually realizes the importance of venues as social educational resources in the education process. Utilizing venues to carry out public aesthetic education can not only help students master various knowledge, but also cultivate their comprehensive abilities and establish correct values. Therefore, in order to enhance students' artistic literacy and cultural confidence, this paper deeply explores the exploration and practice of public art education driven by constructivism learning theory of "national art reconstruction". By analyzing the current situation of art museum education, a series of innovative measures have been proposed, in order to build a student-centered and practice-oriented aesthetic education system.

Keywords: Constructivism Learning Theory; National Art Reconstruction; Public Art Education in Venues

1. Introduction

With the increasing demand for talents in society, new requirements have been put forward in the field of education. In carrying out teaching work, it is of great significance to cultivate students with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills. However, in traditional teaching, the emphasis on aesthetic education in the education of morality, intelligence, physical fitness, aesthetics, and labor skills is often lower than that in the other "Four Education", resulting in a lack of improvement in students' comprehensive aesthetic abilities. With the introduction of constructivism learning theory, aesthetic

education, as an important part of promoting students' comprehensive development, emphasizes students' subjective initiative and increases the importance of aesthetic education. This paper aims to explore how to integrate traditional Chinese art elements into public aesthetic education in venues through the concept of "national art reconstruction". By combining constructivism learning theory, it promotes students' active participation in learning in real situations, and effectively enhances their artistic appreciation and creative abilities [1].

2. Constructivism Learning Theory

Constructivism learning theory is a relatively novel educational theory that emphasizes students' subjective initiative in the learning process under the guidance of constructivism. It requires students to actively, spontaneously, and positively participate in the learning and evaluation process. In constructivism learning theory, it is believed that learning is actually a process of construction, in which students can continuously build their own knowledge system by communicating and interacting with the corresponding environment during the learning process. In aesthetic education, the introduction of constructivism learning theory is actually to encourage teachers to create various colorful learning environments for students and guide students to constantly explore and discover in practice, so that students can constantly improve their creative ability and comprehensively enhance their aesthetic ability and artistic literacy.

3. Significance of Integrating Public Art Education with Aesthetic Education in Venues

Public aesthetic education in venues is a new type of educational approach in the current

implementation of the "Five Education" education in terms of aesthetic education teaching environment. By conducting public art education in venues such as museums and art galleries, schools can be interconnected with society, tradition and modernity, providing students with a broader platform, space and resources for art learning [2]. At the same time, through the public aesthetic education in the venue, students can better stimulate their learning motivation and enthusiasm in the created teaching environment through immersive experiences, stimulate their interest and love for excellent traditional Chinese culture, cultivate their cross-cultural communication skills, and promote their comprehensive development [3].

4. Current Situation of Education in Art Museums

At present, the number of art museums in China is constantly increasing, and art museums have begun to take shape in terms of educational functions. Compared with technology museums, the number of educational activities carried out in actual teaching of art museums was relatively small. In specific teaching, most schools still focus on technology museum education, and neglect the educational significance of art museums. The main reasons for the above situation are the scattered educational resources of art museums, the single teaching methods for learning and carrying out aesthetic education, and the low level of student participation and attention. In addition, although some art museums have abundant art resources, they lack effective transformation mechanisms, making it difficult to truly convey art to the general public and utilize art resources to carry out aesthetic education for young people. Therefore, how to fully utilize the educational function of art museums in China, actively explore and promote the aesthetic education models of art museum with Chinese characteristics, is one of the key issues to be considered in current education in art museums [4].

5. Measures for Implementing Public Aesthetic Education in Venues Driven by Constructivism Learning Theory of "National Art Reconstruction"

5.1 To Deepen the Integration of Industry

and Education to Build a New Ecology for the Development of Aesthetic Education

Under the constructivism learning theory, to carry out public aesthetic education in venues driven by the "national art reconstruction", the first step is to deepen the integration of industry and education, and actively build a new ecology for the development of aesthetic education. Firstly, it is necessary to establish a school-enterprise cooperation mechanism to actively promote the integration of cultural industries, art education, and traditional art education, and jointly create an aesthetic education curriculum of "National Art Reconstruction". Through the integration of industry and education in teaching practice, real industry projects and workshops are introduced into art teaching, so that students can experience and learn the essence of national art in practical operation. For example, the second classroom can be introduced. The teacher can lead students to a folk tie dyeing workshop to learn and personally experience the process of tie dyeing to enable students to gain a deeper understanding of traditional folk culture and art. Secondly, teaching models should be innovated. Modern technologies such as digital technology and virtual reality (VR) can be utilized to simulate the environment of Chinese art creation, so that students can deepen their understanding and perception of Chinese art, and deepen their learning of relevant technical knowledge through immersive learning. Thirdly, students can actively transform their learning achievements into practical products through encouragement, such as tie dye themed artworks, cultural and creative products, etc., can effectively stimulate their creative enthusiasm and sense of achievement and enables them to actively participate in aesthetic education learning, which better deepens the integration of industry and education measures. For instance, we can cooperate with Shanghai Muzhi Culture to create an exhibition space project, introducing museum exhibitions into school spaces, in order to achieve the educational effect of humanities, culture and art. By introducing museum-themed exhibitions on campus, we can build an aesthetic education platform, and focus on the dissemination and narrative of major social public events in museums and exhibitions.

The "Encountering Scientists: Exhibition of Student Curators' Achievements" was

successfully held at Tianlin No.3 Middle School. Throughout the process, students not only completed the design plan, but also participated in the implementation and evaluation of the project. During the process of completing the project, students not only learned and applied the course content, but also accumulated valuable practical experience in a real work environment.

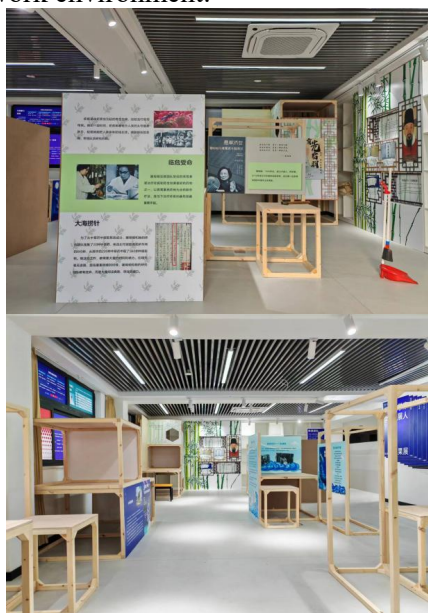


Figure 1. Exhibition Entry Activity

5.2 To Enrich Aesthetic Education Resources to Strengthen the Effectiveness of Education

In practical teaching management, when carrying out public aesthetic education in venues driven by "national art reconstruction", it is necessary to constantly update teaching ideas, avoid being limited to a single teaching mode, and strengthen the educational effect by enriching aesthetic education resources. Firstly, national art resources need to be integrated. Relevant traditional Chinese art resources, such as calligraphy, traditional Chinese painting, opera, folk music, handicrafts, etc., should be extensively collected and organized to establish corresponding digital resource libraries, and provide rich teaching materials for teachers to carry out aesthetic education teaching. Secondly, professional local artists and teachers with profound knowledge of Chinese art should be hired to guide art education. Through classroom teaching, lectures, and practical workshops, art ideas should be imparted to students to enhance their curiosity about art. Finally, in teaching, we should not be limited to

a single educational resource. By actively strengthening exchanges and cooperation with international art education institutions, introducing advanced aesthetic education concepts from abroad, and integrating the unique charm of traditional Chinese folk art and Chinese art, we can promote cultural exchanges between China and foreign countries and improve the effectiveness of education [5].

5.3 To Join Hands With Schools and Enterprises to Build a Diversified Aesthetic Education Collaborative Education Base

Under the constructivism learning theory, the development of public aesthetic education in venues driven by the "national art reconstruction" should not only deepen the integration of industry and education, establish a school enterprise cooperation mechanism, but also work together with schools and enterprises to build a diversified aesthetic education collaborative education base. Firstly, by collaborating with relevant art companies, we will establish an aesthetic education base that integrates teaching, practice, and exploration, providing students with a rich variety of mobile activities. Secondly, by carrying out school enterprise cooperation and actively introducing the "dual teacher system" teaching mode, teachers and enterprise mentors jointly guide students to complete art related teaching work, fully integrating theoretical teaching with practical teaching. Finally, in order to better promote the improvement of artistic literacy in schools, enterprises can establish enterprise funds to award scholarships to students with artistic creation abilities, enhance their enthusiasm about working together with schools to create aesthetic education bases.

5.4 To Integrate Aesthetic Education and Moral Education to Comprehensively Promote the Improvement of Students' Literacy

To comprehensively enhance students' comprehensive literacy, it is necessary to perfectly integrate aesthetic education and moral education in daily teaching work. Firstly, teachers should deeply explore the moral education elements in Chinese art, guide students to interpret the moral concepts and humanistic spirit involved in Chinese art works, and guide them to establish correct worldviews, outlooks on life, and values, so as to enhance

students' moral literacy. Secondly, moral education activities should be carried out with national art as the theme of education. In teaching, a series of moral education activities are organized around the theme of the reconstruction of traditional Chinese art, such as holding art festivals with traditional culture as the domination, organizing art exhibitions, etc., so that students can actively experience Chinese traditional culture and art in the process of participating in art activities, and enhance their moral character and literacy. Thirdly, we should combine with constructivism learning theory, actively enhance students' learning enthusiasm for the "national art reconstruction", and adopt the method of public aesthetic education in venues, so as to provide students with the learning and creative process of Chinese art, cultivate students' aesthetic ability and creativity, further promote students' emotional development, and continuously improve their personality.

5.5 To Promote the Sustainable Development of Aesthetic Education Based on Practice

Under the constructivism learning theory, higher requirements have been put forward for students' enthusiasm and initiative. Driven by national art reconstruction, the development of public aesthetic education in venues should be based on practice and promote the sustainable development of aesthetic education. Firstly, students are encouraged to independently engage in artistic creation. It is necessary to combine the public aesthetic education content of the venue to provide students with sufficient creative space, encourage students to engage in national art creation and practice based on their personal interests and strengths, and actively cultivate students' innovative thinking. Secondly, an effective feedback mechanism can be established. We need to regularly collect students' learning feedback, actively evaluate the effectiveness of aesthetic education teaching, improve existing problems in aesthetic education teaching, so as to ensure the improvement of aesthetic education teaching quality. Finally, means, such as media promotion and exhibition displays, can be utilized to showcase students' works, so as to actively promote the achievements of aesthetic education, increase students' attention to aesthetic education learning, and promote the sustainable development of aesthetic education

teaching^[6].

6. Conclusion

In summary, based on the constructivism learning theory and driven by the "national art reconstruction", carrying out public aesthetic education teaching in venues can further enhance primary school students' artistic literacy and cultural confidence. By deepening the integration of industry and education, enriching aesthetic education resources, collaborating with schools and enterprises, integrating aesthetic education and moral education, and based on practice, it can effectively promote the innovative development of aesthetic education and lay a good foundation for the comprehensive development of students.

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