

What Should the Aim of Art Education be in China? A Brief Reflection on the Purpose of Contemporary Art Education

Wenjing Ye *

Sichuan Normal University, Chengdu, China

* Corresponding Author Email: 1185264161@qq.com

Abstract. Education is a unique socio-cultural phenomenon specific to humanity, influencing the entire human world. With societal advancement and transformation, the responsibilities of arts and humanities education are increasingly significant. Following the rapid economic development of China, art education has entered a favorable development period after the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" on October 15, 2020. As one of the essential cultural educational activities, art education plays a crucial role in guiding the public towards healthy values and aesthetic concepts. This compels us to reflect on the true purpose of art education. This article will focus on the status and objectives of art education in contemporary China from six perspectives: The Essential Role of Art Education, Innovation and Economic Advancement, Technology and Art Education, Cultural Soft Power, International Communication and Cooperation, and Social Stability and Harmony. Aesthetic education has a long history in human society and holds a unique tradition in China. Therefore, I hope that through art education, the public can better acquire the ability to appreciate, enjoy, and create beauty, thereby promoting harmonious and sustainable social development.

Keywords: Art Education in China, Social development, International Communication and Cooperation.

1. Introduction

1.1. Research Background:

The existence and development of fine arts education in China resemble a long thread, but in recent years, this thread seems to have been steadily ascending with significant momentum. Its peak was marked by the issuance of the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" by the General Office of the CPC Central Committee and the General Office of the State Council on October 15, 2020 (General Office, 2020). This directive elevated the trajectory of fine arts education, propelling both school-based and societal fine arts education into a new era of excitement.

A core concept and highlight of modern Chinese educational philosophy and practice is "cultivating virtue and nurturing talents". Modern Chinese educator Cai Yuanpei pointed out that fine arts education "completes morality through aesthetics", indicating the significant role of fine arts education in an individual's lifelong development.

In recent years, with China's rapid economic development, the living standards of the Chinese people have correspondingly improved. Changes in Engel's coefficient demonstrate that an increasing number of Chinese families are paying attention to the consumption of spiritual activities, including fine arts education. It is also evident in our daily lives that the frequency of art exhibitions, art products, and other artistic activities is gradually increasing, reflecting the growing prominence of artistic talents in modern society. Therefore, it can be said that this is a great era for the development of the arts. How to seize this opportunity and advance the development of fine arts education is a question that requires careful consideration.

1.2. Research Objectives and Significance

Art education plays a pivotal role in fostering and enhancing the spiritual well-being of individuals, while also serving as a significant source of social vitality and productivity. There is a growing demand and enthusiasm for art which presents an opportune moment to develop art education. In the article "History and Opportunity: Constructing the 3.0 Version of Chinese Art Education" Kong Xinmiao, Director of the Institute of Art Studies at Shandong Normal University and PhD supervisor, outlines the characteristics of 21st-century art education as follows: a core principle of "art for the people," a prominent attribute of "cultural confidence," and the construction of a "Chinese and modern" art education disciplinary system. As Professor Yin Shaochun, head of the art curriculum standards development group for basic education at the Ministry of Education, states, "Aesthetic education does not exclude concepts. Through the interaction and synergy between preconceived concepts and phenomena, aesthetic education can better help individuals acquire the ability to perceive, appreciate, and create beauty" (Yin, 2021). Reflecting on the current social context in China and staying close to the real world, I have some thoughts on art education.

1.3. Research Content and Methods

This paper delves into the contemporary status and objectives of implementing fine arts education in China. It begins by asserting that fine arts education serves as a catalyst for nurturing individuals' aesthetic sensibilities and literacy, thereby enriching their inner worlds and contributing to societal advancement. Furthermore, through an examination of the cultural and creative industries, it demonstrates how fine arts education propels social innovation and economic progress. The paper also highlights the burgeoning intersection of art and technology, underscoring its transformative potential in fine arts education. Moreover, it contends that China's rich heritage in traditional fine arts serves as a potent instrument of cultural diplomacy, bolstering national confidence and fostering a positive global image. In the context of international exchange and cooperation, art, as a common language of humanity, serves as a vital link for communication and collaboration among nations. It provides crucial insights for building a community with a shared future for humanity and global governance, wherein fine arts education plays a significant role. Finally, returning to contemporary Chinese society, drawing upon examples from public service advertising, it underscores the indispensable role of fine arts education in both individual development and societal well-being. Therefore, this paper argues that Chinese fine arts education should not only focus on individual future development but also consider its own traditional culture and adopt a global perspective. By combining technological development with fine arts education, it aims to innovate for the benefit of society and promote harmonious and stable social development.

Literature Review Method: Once the research objectives of this paper had been established, a review of materials on art education was conducted through libraries, the internet, and other channels. Information was collected and many journals and papers were read, categorized, and organised. By keeping up with the latest developments in this field and reflecting deeply on the research theme, arguments were proposed to lay a solid foundation for this paper.

2. The Essential Role of Art Education

The term "art" is used to describe the creation of visual images in a defined space using specific artistic techniques such as symmetry and perspective, employing certain materials. It is the manifestation of an artist's observations, feelings, and understanding of the world through artistic creation, aiming to evoke thoughts and emotional resonance to the audience. As a product of creativity, art embodies human ideals and aspirations. Its transcendent nature elevates it to a sacred endeavour, a spiritual embodiment, and a cultural culmination. However, it also functions in real life as a unique social productivity, especially driving societal progress through innovative thinking.

Fine arts education has long been considered a crucial means for the inheritance and dissemination of human culture, serving as a vital channel for cultural preservation and transmission. Particularly

in recent decades, with the rapid development of science and technology in China, artistic activities have evolved from simple and direct forms to electronic screens, model constructions, and even virtual reality technology. Art dissemination and reception have increasingly gained importance and prominence in today's reality, playing crucial roles in various fields including economics, politics, and culture. In the face of complex and diverse visual information encountered in daily life, individuals inevitably required to rely on certain aesthetic abilities and literacy, all of which necessitate art education.

Art education, in essence, aims to cultivate correct aesthetic perspectives, enhance the ability to appreciate, discover, and create beauty, and promote comprehensive personal development. The German aesthetician Schiller once stated in "On the Aesthetic Education of Man" that art education can make individuals complete, perfect, and emotionally rich, serving as a means of moral education, with the holistic development of individuals being its highest goal and value orientation (Schiller, 1795). This concept of art education aligns seamlessly with traditional Chinese notions of art education, quickly taking root in Chinese cultural soil and becoming an important component of contemporary Chinese educational philosophy.

In terms of art education, the focus should not only be on nurturing students' artistic creation abilities but also on fostering correct aesthetic literacy and artistic cultivation to face various opportunities and challenges in the future. In March 2006, the UNESCO World Conference on Arts Education with the theme "Building Creativity for the 21st Century" was held at the Art and Cultural Center in Lisbon, Portugal. British neuroscientist Semir Zeki explicitly stated that the purpose of art is to extend the functionality of the brain, revealing the unique role of art education in promoting brain function from a physiological perspective. Art education not only cultivates students' aesthetic and creative abilities but also promotes and stimulates various brain functions through numerous artistic activities, thereby fostering their development in other fields. Art plays an irreplaceable role and holds significant value in the holistic development of individuals, and thus should be regarded as an essential component of the educational system.

3. Innovation and Economic Advancement

Art education play a pivotal role in fostering creativity, an innovative spirit, aesthetic concepts, and design abilities in individuals. Its multifaceted impact on innovation and economic development is evident in its contributions to the growth of the creative industries, product design and brand building, the development of cultural and creative industries, the enhancement of urban image and cultural soft power, and the expansion of cultural industry chains.

For example, the flourishing development of China's cultural and creative industries in recent years is also attributed to the achievements of art education. Lin Xiaotong pointed out in "Educational Space" that since the reform and opening, the creative industry has developed rapidly, driving the growth of many other industries. It has introduced many new ways of thinking and concepts to society and strengthened the cultivation of related creative talents. Under the premise of the highly developed social media, the cultural and creative industry can achieve the integrated development of culture, art, and economy, realizing spiritual satisfaction for people and providing the public with products for art and entertainment as the goal of this new industry (Lin, 2020). Cultural and creative products, with cultural and creative ideas at their core, embody human knowledge, wisdom, creativity, and inspiration in specific industries. Talent and technology constitute the foundation and driving force of industry development, with the cultural and creative ideas as their core.

According to data from the National Bureau of Statistics of China: In 2023, cultural enterprises achieved a total profit of 1, 156.6 billion yuan, an increase of 30.9% over the previous year; the operating income profit margin was 8.93%, an increase of 1.55 percentage points over the previous year. At the end of 2023, the total assets of cultural enterprises amounted to 19.62 trillion yuan, an increase of 7.6% over the end of the previous year; for every 100 yuan of assets, the operating income was 68.3 yuan, an increase of 0.8 yuan. The cultural and creative industry is the product of the

integration of economic culture, technology, and other factors, with a high degree of integration, strong penetration, and wide-ranging radiation, which not only drives related industries and promotes regional economic development but also radiates to various aspects of society, improving the cultural quality of the people. Art education plays an important role in the development of talent, the stimulation of creativity, the dissemination of cultural, and the integration of technology, thereby contributing to the growth of the cultural and creative industries.

Art education, based on creativity and innovation, is an effective method of cultivating creative labour, talents, and classes. It is a key to unlocking the door to the future. In the environment of art education, art education should focus on stimulating individual creativity and enhancing guidance on innovative methods of expression, ultimately achieving the goal of improving personal innovation capabilities.

In this context, the integration of art education and technology becomes particularly important. The rapid development of technology provides new platforms and tools for art education, such as digital media, virtual reality, and artificial intelligence. These technologies not only expand the ways of artistic expression but also offer students more possibilities for creation. Incorporating technology into art education can further stimulate students' creativity and innovation capabilities, enabling them to explore and practice in a broader range of fields. Moreover, the application of technology can improve the quality and efficiency of art education. Through online courses and virtual workshops, students can access world-class art resources and teachings anytime and anywhere, thereby gaining a more comprehensive and diverse learning experience.

The integration of art education and technology not only enriches the learning content for students but also cultivates their innovative thinking and problem-solving skills, injecting new vitality into the future cultural and creative industries.

4. Technology and art education

We are in an era of intersecting development between technology, art, and culture, with the advent of a new technological and industrial revolution. The emergence of intelligent technologies, including big data, cloud computing, the Internet of Things, artificial intelligence, blockchain, and edge computing have triggered significant changes in global industrial division of labor. It is also important for contemporary Chinese fine art education to consider how to develop new paths from the intersection of art and technology, allowing cultural and artistic missions to deeply integrate with technological innovation and mutually promote each other.

A review of historical records reveals a long-standing intertwining of technology and art. As early as 20,000 years ago, pottery represented the technological art of the time. 6,000 years ago, bronze casting was the pinnacle of technological art. Over a thousand years ago, porcelain emerged as a testament to technological art. During the Renaissance, painting utilized the latest knowledge in anatomy, optics, and perspective, demonstrating technological art. In 1830, the invention of photography marked a new era of technological art. By 1895, the birth of cinema revolutionized technological art. In 1950, kinetic art emerged, followed by video art in the 1960s. By 1970, computer art became the vanguard of technological art. All these forms of art incorporated the latest technological advancements of their time.

In recent years, China has achieved remarkable technological advancements, prompting reflection on art education in the context of new technologies. In February 2022, the Chinese Ministry of Education announced the inclusion of "Sci-Tech Arts" in the list of new majors approved for undergraduate programs, submitted by the China Central Academy of Fine Arts. This demonstrates the growing emphasis on technological development in contemporary Chinese art education.

Gao Minglu, a prominent scholar and curator of contemporary Chinese art history, asserted that the value of art resides in the distinctive insights of human thought. The relationship between art and the evolving field of technology depends on the wisdom of the artists themselves. As technology advances and art progresses, cultivating talents with dual attributes becomes crucial. On one hand,

science and art inspire each other, both requiring creative thinking to deepen our understanding of the world across interdisciplinary fields. On the other hand, science complements art by broadening the scope of artistic expression and deepening its impact. Technological advancements enable a more diverse range of artistic expressions. Therefore, paying attention to technological development in the field of art education is essential.

5. Cultural Soft Power

Cultural soft power can be defined as the cultural influence of a country or region, and the development of cultural influence is greatly influenced by education. With the enrichment of people's material lives, more and more individuals are seeking spiritual and cultural fulfillment. The main contradiction in Chinese society has shifted from meeting the growing needs for a better life to addressing the imbalance and inadequacy of development. Art serves to satisfy people's spiritual and cultural needs, reflecting a strong cultural soft power. Throughout history, a flourishing culture been a significant factor in the international influence of countries. This is evidenced by the international impact of Confucian thought, which showcases powerful cultural soft power.

The advent of the image era, has been images and visuals permeating all aspects of life become important symbols reflecting a country's cultural strength, values, lifestyle, and spiritual realm. Compared to other performing arts with a certain temporal nature, static artworks and images are more conducive to subtle dissemination in people's daily lives, becoming a common symbolic art form. Therefore, art education is a crucial link in enhancing cultural soft power. General Secretary Xi Jinping pointed out that "cultural confidence is the most fundamental, profound, and enduring force in the development of a country and nation." In December 2023, the Chinese Ministry of Education initiated a comprehensive initiative to promote school-based art education immersion, utilising art education to cultivate the next generation and enhance students' cultural understanding, aesthetic perception, artistic expression, and creative practice.

The China Artists Association, adhere to the principle of "cultivating a distinctive Chinese style domestically and enhancing the international influence of Chinese art globally." It strives to increasingly promote the prosperity and development of Chinese art. Artists play a significant role in enhancing art education.

Furthermore, China boasts a long and illustrious cultural history, and through art education, it can showcase the unique charm and rich connotations of Chinese culture. As an integral part of culture, Chinese art forms such as calligraphy, painting, and seal engraving not only foster students' sense of identity with traditional culture and enhance national cohesion but also serve as a window to showcase the country's image internationally. Cultural exchange serves as a window to display the national image, a bridge to communicate with people from other countries, and an important means to enhance China's cultural soft power. In contemporary Chinese society, it is imperative to integrate the rich and profound traditional Chinese culture into practical art education, gradually constructing a path of cultural consciousness and confidence in Chinese art education. In the context of contemporary Chinese society, the objective of art education is to cultivate a new generation of individuals who possess both artistic literacy and cultural consciousness. These individuals should also have cross-cultural understanding in aesthetic perspectives, and be capable of effectively conveying Chinese narratives to the world.

6. International Communication and Cooperation

The concept of art is not constrained by geographical or cultural boundaries. The diverse cultural, historical and customary background of humanity have given rise to a multitude of art forms and characteristics. However, despite this difference, people from different cultural, historical, and customary backgrounds share a common pursuit and longing for beauty. As a language that transcends cultures, art serves as an important link for international exchange and cooperation,

playing a significant role in building a community with a shared future for humanity and global governance, providing important insights and cultural support.

In his speech at the opening ceremony of the 2017 “Belt and Road” International Symposium on Cultural and Artistic Exchange and Cooperation, Dean Lian Ji proposed five initiatives for enhancing cultural and artistic exchanges and cooperation along the “Belt and Road.” These initiatives include strengthening ideological and cultural exchanges, artistic exchanges, academic exchanges, collaboration on achievements, and expanding research on Dunhuang studies. He emphasized that in today’s world, it is urgent for different ethnicities, religions, and countries to break down prejudices, join hands, learn from and inspire each other, and work together to contribute ideas and wisdom towards building a “community with a shared future for mankind.” The ancient “Silk Road” spanned east and west for thousands of years, creating a splendid cultural history with deep accumulations in various fields. In the future, it will undoubtedly become an important channel for countries along the route to enhance understanding, foster friendships, and connect people's hearts (Zhang, 2017).

In examining the global landscape, it becomes evident that the advent of new features within international society has led to the emergence of multipolarity, economic globalization, social informatization, and cultural diversification. In parallel, a multitude of new ideas, inventions, and technologies are being introduced, which are changing our lifestyles and modes of communication. These developments are prompting us to adopt new perceptions of the world. Art, or more broadly, creativity, as a product of creation, embodies human ideals and aspirations. Its transcendental nature leads people to regard it as a sacred endeavour, a spiritual embodiment, and a cultural culmination. However, it also functions in real life as a unique social productivity, particularly driving societal progress through innovative thinking.

The continuous development of the China economy has attracted increasing attention from the world. I believe that the proposal of building a community with a shared future for mankind by the Chinese government also encompasses the historical process of mutual communication and recognition among different civilisations worldwide. For instance, Sichuan Normal University offers art experience courses including Chinese painting, calligraphy, and seal carving to students from around the world through nonprofit educational institutions such as Confucius Institutes, which are established in cooperation with foreign partners. Through these courses, foreign students can gain firsthand experience of the beauty of Chinese traditional culture and learn about the techniques and connotations of traditional Chinese art. Such art experience courses facilitate a deeper understanding of China among individuals from diverse backgrounds, while simultaneously fostering positive sentiments towards Chinese culture and the Chinese nation. This cultural exchange is of paramount importance for the establishment of strategic mutual trust between nations, the enhancement of China's diplomatic relations with specific countries, and promoting world’s peaceful development in the future.

In the meantime, as a graduate student majoring in oil painting, I believe that the most common form of international humanistic exchange is art exchange. In numerous world-touring art exhibitions, we cannot only appreciate outstanding works expressing thoughts of world peace and mutual communication, such as "War and Peace" by German artist Paul Rubens, "Guernica" by Spanish artist Pablo Picasso, and "Red Plum Blossoms" by Chinese artist Wu Guanzhong, but also experience and promote the sharing and recognition of cultural diversity. Sharing understanding, touching hearts, resonating, and spreading benevolence. The integration of different culture can be promoted by excellent art, which also serves as a force for maintaining world peace.

To effectively convey Chinese story through art, it is essential to enhance our understanding of the world in the construction of art disciplines, paying more attention to the United Nations and other international organizations' elucidation of art, as well as constructing our own art disciplines from an international perspective. Additionally, it is crucial to develop creating artistic educational theories that are tailored to China's current international status. By drawing on the various achievements of human civilization, we can explore a path suitable for ourselves, once this path has been identified, we can then utilize our accumulated knowledge and creations to effect change in the world. This is

the direction that is chosen by all individuals, it is important to incorporate relevant international art exchange content. This will allow students to gain an understanding of the splendid art culture of the world and cultivate their global perspectives, to better prepare them from future international art and cultural exchanges.

7. Social Stability and Harmony

To cultivate and shape noble, free, complete, and well-rounded individuals is both the starting point and the destination of aesthetic education. Maxine Greene firmly believes that if we ultimately recognize the significance of art for growth, creativity, and problem-solving, we will overcome the despair of stagnation, igniting hope and the hope of new possibilities. "Imagination" can encourage people to establish new connections between fragments of experience, reminding them of the contingency of their reality. When art conflicts with established reality, it transcends the existing order, leading those willing to take the risks of change to shape new social visions (Liu, 2019). Art education plays a pivotal role in the promotion of social harmony and stability, primarily through the cultivation of aesthetic taste and cultural literacy, enhancing social cohesion and centripetal force, nurturing of positive emotions and psychological qualities, shaping a favorable social atmosphere and cultural environment, and making important contributions to the construction of a harmonious society and the promotion of social development.

With the rapid economic development of contemporary Chinese society, people's material lives are gradually becoming more affluent. However, the blind pursuit of materialism can easily lead to the paralysis of one's emotional needs. Historically, art has been regarded as an important component of culture and society, reflecting not only human emotions, concepts, and values but also playing a role in shaping and influencing society. Wang Guowei emphasized this characteristic when discussing aesthetic education in "On the Purpose of Education": "Aesthetic education not only develops people's emotions to achieve the realm of perfection but also serves as a means of moral and intellectual education" Art is not only a personal form of expression but also a way of reflecting on real life.

Advertising design is a field within the broader discipline of art and design. Public service advertisements represent the most common art form in our daily lives. They serve as a means of social communication and persuasion of social concepts conducted by the state through art education (aesthetic and moral education). As Schopenhauer observed, in real life, a beggar is a beggar, and a king is a king; but in aesthetic contemplation, they both appreciate the beauty of the sunset with the same attitude. Public service advertisements, which are characterized by mass appeal, public welfare, and educational purposes, draw upon the daily lives of ordinary people, have a profound social foundation, and convey the correct orientation through vivid artistic techniques and a healthy approach.

Art education must cultivate not only professional talents but also the aesthetic literacy of the public. Aesthetic literacy is related to the most basic emotional ability, value judgment, and integrity of personality. To illustrate, unique and creative public service advertisements can improve individuals' understanding and appreciation of art, cultivate critical thinking, and aesthetic taste. This enables individuals better distinguish between aesthetic beauty and ugliness, truth and falsehood, thereby enhancing sensitivity and judgment of social reality. Some public service advertisements related to environmental changes and conservation, through the unique expression of artists, draw attention to and reflect on environmental pollution and natural disasters, sparking discussions and reflections among the public, and promoting overall social progress. These pervasive public service advertisements can serve as a universal form of art education, fostering a common consciousness, enabling individuals to better integrate into society, shoulder their social responsibilities and obligations, and promote sustainable social development.

Maxine Greene is dedicated to liberating the imagination through arts and educational activities, awakening people's vision of a "common experience," and understanding and embracing a democratic

community where individuals are interconnected, sharing and integrating with one another, enjoying common meaning, benefits, and struggles. "This democratic community constantly pursues freedom of thought and freedom of expression, thereby making this potentially achievable community vibrant and dynamic." Considering this vision, educators need to strive to cultivate young people who will participate in building the democratic community in the future, equipping them with certain essential skills and a range of fundamental literacies, including the ability to address various issues. This involves developing a habit of mind that helps them actively engage in the learning process, becoming critical, self-reflective learners, and ultimately, practitioners (Liu, 2019).

8. Conclusion

It can be inferred that in the future, humans might thrive in multi-dimensional societies and cities, much like plants. They may be able to communicate freely and grow and develop without being constrained by fixed relationships, linear methods of expression, or flattened thinking habits. This aspect of the past will face significant challenges and disruptions. Cultivating individuals' aesthetic literacy and abilities should be the focal point of art education, rather than merely focusing on developing their artistic skills. The aesthetic abilities and judgments brought about by aesthetic education are essential tools that accompany individuals throughout the process of understanding and transforming the world and should remain integral throughout the entirety of education.

In the challenging and transformative 21st century, nurturing creative talent has become a vital strategic goal for innovation education in many countries. School art education has an excellent opportunity for development in this context. Through carefully designed art education activities, we should encourage everyone to unleash their talents as much as possible during the process of receiving art education. This will provide them with opportunities and avenues to explore rich innovative potential, and foster them into creative talents. The cultivation of creative talent not only fosters the creativity needed to advance into the 21st century but also enhances cultural soft power for inheriting and promoting China's excellent traditional culture, and contributes significantly to China's socio-economic and cultural development. As part of global art education, it should also learn from excellent art education methods in other countries, contribute to the vibrant and colourful artistic development worldwide, and strengthen direct mutual exchange and respect among different civilisations.

As society continues to evolve, art education will remain a vital component in fostering innovative thinking, stimulating imagination and creativity, and infusing vitality and momentum into the construction and development of future societies. It is anticipated that the distinctive value of art education will make new contributions in the context of new educational reforms.

References

- [1] Nansen Niu. & Chen Bi. (2021). The Hundred-Year Dream of Chinese Education. *Journal of Educational Studies*. 3 - 21. Doi: 10. 14082/j.cnki.16731298. 2021. 03. 001.
- [2] Xiaolei Wu. (2009). The national cultural soft power and the internationalization of Chinese fine arts. 76 - 83.
- [3] Xinmiao Kong. (2016). History and Opportunity: Constructing China's Fine Arts Education 3.0 Edition. *ART OBSERVATION*. 113 - 117.
- [4] Jingwen Zhang. (2018). A Brief Analysis of the Purpose of Fine Arts Education. *Teaching Research*. 52 - 53.
- [5] Lan Lan. (2020). A probe into the value and purpose of Fine Arts Education from an angle of life ontology theory. *Teaching Research*. 66 - 69.
- [6] Ruilin Chen. (2021). The Banner of Times and the monument of History: A Summary of Chinese Fine Arts Education over the Past 70 Years. *Modern Art*. 95 - 98.

- [7] Shaochun Yin. (2018). Timing, Phenomena, and Concepts: Reflections on Current Art Education Work. *Art Panorama*. 119 - 121.
- [8] Andi Fan. (2018). Art Education in the New Era: Keynote Address at the International Art Education Conference. *Art Research*. 4 - 6.
- [9] Xiaodie Yu. (2020). Art Education in the Information Age. *Research on Art Education*. 110 - 111.
- [10] Zhiqiang Zhang. (2016). The Value Goal and Practice Path of School Aesthetic Education for Cultivating the Spirit of Chinese Aesthetic Education. *Art and Theory Collection*. 134 - 135.
- [11] Xishun Li. (2015). China's Public Education and Its Policy Transformation: Background and Implementation Conditions. *Journal of Capital Normal University (Social Sciences Edition)*. 129 – 134.
- [12] Jiashan Mu. (2022). Discussion on Chinese Fine Arts Education. *ART IN CHINA*. 13 - 18.
- [13] Shuang Shi. (2014). The "Transplantability" of Chinese Fine Arts Education and the Modernity Experience of Chinese Fine Arts. *FINE ARTS & DESIGN*. 117 - 121.
- [14] Diankun Jiang. & Yinghe Li. (2016). A Brief Reference of the Onset of Modernization in Chinese Fine Arts Education. *Historical Teaching Issues*. 78 - 81.
- [15] Huishu Liu. (2029). Liberating Imagination and Social Change: On Maxine Greene's Thoughts on Art and Aesthetic Education. *Journal of Guangxi Normal University: Philosophy and Social Sciences Edition*. 59 - 67. Doi: 10.16088/ji.ssn.1001 - 6597. 2019. 05. 007.