On the Chinese Education of Art Design and the Building of Humanism Spirit

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Abstract: With the advent of the knowledge economy era in the new century, for the development of internationally competitive and creative design talent, Chinese higher education of contemporary art design should enhance and pay full attention to the humanity spirit of the Chinese students. Particularly, we should strengthen the education of the Chinese traditional culture and take efforts to build the curricula and teaching systems with the Chinese national characteristics.

Keywords: art design; design education; humanity spirit

Over the years, in the development of the Chinese art design education there has been the contradiction between the dissemination of the traditional nation culture and the modernization of the art design education, which is gradually becoming prominent nowadays in this information era. How to handle well the relationship between the design art and the science technology, and the relationship between the design art and the national culture has become the focus which attracts the attention of the art design education circles. For a modern industrial design based education, it is very important to explore a design education system which can meet the social needs and at the same time combine the features of the culture of the state and the nation. Integration of the world economy requires the global culture to develop in pluralistic direction. The future development trend of Chinese art design education is inevitably for the mainstream of training talents with thick foundation. In the art design education, we should integrate local humanistic spirit, focus on ethnic and geographical cultural features, and follow the path of art design education with Chinese characteristics. This paper will talk about this topic in the following three parts.

1. Focusing on the national humanities spirit is the guiding ideology of the modern Chinese art design education development

With the coming of the information era, many high-tech products are applied widely in the modern art design field, which wavers people's carrying on the traditional culture. And two main teaching ideologies are formed in the Chinese high education circle of art design. One of them is to strengthen the relationship between art design and science, realizing the perfect mixture of art and science through the active application of high technology. Another of them is to focus on the humanities value of art education, strengthening the relationship between art and other humane subjects. These two teaching ideologies relate to each other and act on each other, mutually promoting the development of Chinese art design education. And the second one that focus on the national humanities spirit should be the guiding ideology of

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the modern Chinese art design education development.

As any so-called "international" art design cannot separate itself from its national bases on which it relies for existence. Owning national characteristics is the soul of art design and no work without it can be internationally accepted. Facing the extensive and profound Chinese national culture, it is important for us to carry forward the spirit of Chinese humanism, properly explore and apply traditional art, and create designs with both distinct Chinese style and international status.

Yet we are not here to oppose technology progress and we don't advocate to go back to the primitive and ignorant society. We are thinking about the future problems and worrying that we would get rid of humanities with the fast progress of science and technology. We stress on the value of human itself and advocate humanism—this is of inspiring significance to modern China, even to the whole world. Art design can balance the alienation made to the society by the technology progress. And this balance is based on humanities.

Today in the coming integration of the world economy, on the one hand, strong culture groups are increasingly accelerating the process of plundering weak cultural groups. On the other hand, global economic integration create a great potential to the pluralism direction of the world cultural. The integration of the world economy has given China, a member of the WTO a good chance to participate in international cultural exchange and cultural competition-- this both builds up a good platform for development leap, and also makes China suffer a strong impact stern test. The national tradition culture is the special cultural pattern formed through the long-term history accumulation, which has huge influence on the realistic society. Containing the reasonable, continuous and positive spiritual content, which adapts, coordinates and promotes the social modernization development, traditional culture is the foundation and the starting point of social modernization. Art design education is a comprehensive discipline that involves every level of human life and it has close relationship with the social sciences, the humanities sciences, natural sciences, the logical thinking science and so on. So the Chinese art design education development can't be separated from the knowledge relation of various edge disciplines, and it is urgent to add the cultural discipline curriculum content. The development of Chinese art design education cannot be the baseless creation separated from the national culture tradition, and it can only be the critical inheritance and development of the national culture tradition complying with laws. Focusing on the national humanities spirit is the guiding ideology of the modern Chinese art design education development.

2. Significance of the stressing on humanities building for design education

The subject of the design needs to pay attention to the person and to pay attention to people's living conditions and the life style. It needs to show concern to the weak, to guide consumption and to lead the direction of product development. The content of the design should be tightly related to the time development. We should express the humanities thought and meet people's spiritual need through the design language, which should embody the humanities spirit everywhere.

The key point of current design education is to change from the past sole technique and the modeling training to the training that grasps the systematic design thought method, from the pattern research that only pays attention to the esthetic sense and the design semantics to the research. on the life pattern, the product plans, design management, and so on. The design strategy and the design management education has become the recent development tendency of the design education system.

The modern design pursues even more the application of new systematic method, and guides the student to know designs and carry on the creation macroscopically, wholly and systematically, so that we can train compound persons with creative design talent. In the complex network information, the infor-
mation in flood also causes the person to be at a loss. For the design education based on the modern industry, it is very important to explore the design education system that adapts the need of the society, and at the same time to be able to unify characteristics of the national culture.

Lute, chess, calligraphy and painting are always the intimate partners of the Chinese scholar-officials. While emphasizing their discipline construction, the present students studying art design should focus on the humanities for the all-around development education, although they do not need to become the versatile literary person. Many students only study the "techniques" but do not study "Dao", which does no good to the education of students' human nature and their personality. While attaching importance to its discipline construction, college education could not forget another responsibility of the education, namely: the responsibility to educate students, and the responsibility to train the students' survivability and the study method. In the art design course for undergraduate education, it is necessary to add Chinese traditional culture, the history of literature, the thought history and other elective humanities course. We should not treat education as the pure instruction of knowledge and skill, but regard it as the education method for an all-round-developed student. The humanities knowledge is of great help to instruct students learning design to dig into professional knowledge, to alleviate the distortion of high technology development to the human nature, and to enable the technology to tend to be more humanized.

Being the crystallization of Chinese wisdom, "the Chinese humanities spirit" is the spiritual precipitation of the older generation in the long years, and it is a lifeline of a nation's survival development. Its scope is great and rich, such as China's philosophy thought, classical literature, artistic spirit, esthetic boundary, calligraphy and painting, folk art, Chinese character, botanical garden, building, ceramic, stone carving, wood engraving as well as music, poetry, play, literary reference, fable, Chinese native medicine, acupuncture and moxibustion, martial arts, Chinese chess, diet, tea... These all are inexhaustible, precious cultural resources and the Chinese element for the contemporary designer.

The rejuvenation and excavation to the traditional humanities enables us to carry on spiritual exchanges with the ancestor, also to see clearly the splendid and the profound connotation in the Chinese tradition design, and it can enlighten the contemporary art design creation. In the current design thought education appears the transformation from the stress on essential factors to the stress on system, and from the stress on hardware to the stress on software. The conformity of the art design education and the humanities education is an organic whole, in which knowledge and sentiment are paid equal attention to. It is the result of the many kinds of contradictory movements and the inevitable outcome of the historical development. And it is also the education in which the individual spiritual morals and the specialized knowledge can reach balanced development. In the process of achieving the conformity, the conflict of science and the humanities will not stop, and the true integration has yet to be realized through our painstaking efforts, but after the long-time ancient humanities education and the modern art design education, we will enter a more mature new era in which modern art design education and the humanities education are laid equal stress on. This is the core of Chinese art design high education in the 21st century.

3. The art design education should focus on the training of humanities quality

Quality education includes four levels, namely: ideological and ethical quality, professional quality, humanities quality and innovative spirit. Humanities quality is the core element of quality education. Humanities quality means people's humanities knowledge, and the disposition and cultivation demonstrated by the reflection of the knowledge. People's disposition and cultivation mainly refers to his ideological quality, ethical standards, psychological quality, and ways of thinking, interpersonal relations, feelings, outlook on life, outlook on values and other personal-
ity character. The main purpose of the humanities quality education is to teach people to make reasonable value judgments and value choices from various social phenomena, including their own actions. From this sense, humanities quality education is to teach people how to be a person. It gives students more of the life faith of "why to live", rather than the life skill of "how to live". It includes innovative spirit, the spirit of hard struggle, the spirit of cooperation, personality, behavior and so on. So the humanities quality education in the art design education, the following aspects in training students should be focused:

1) A strong independent personality and lofty aesthetic sentiment

DaVinci, the Italian Renaissance art master, once questioned and opposed artisanal --- this is almost the pure skill learning and training method. He advocated that students should first study knowledge and then learn the skills. Also in the painting, Chinese people have always attached great importance in the training of people's overall quality and noble personality. In the ancient Chinese paintings philosophy, Dao is the highest level. Painters attached great importance to self-moral accomplishments and to the students' moral discipline. They often use mountains, rivers, plum blossoms and bamboos to describe one's moral character. They thought that a person's character is just like his paintings. After centuries, we should attach importance to the professional design education in humanities traditional education. In the design art education in professional institutions, we can not deny the importance of studying basic knowledge and skills, but in today's society, the design is no longer just a skill or a simple mixture of skills and art. It is a culture. We can say it without exaggeration that the design is high-capacity carrier of human civilization and the epitome of human culture. It not only is related to product design, but also shoulders the design of the new lifestyle. Therefore, the knowledge and self-cultivation of the humanities, and the training of the human spirit in art, is very important to the growth of designers.

2) A good art design quality

China attaches importance to basic professional theory in the design education. The establishment of the theory classes is not only to impart the concept to students, but more importantly to reach the supreme goal of the design education by teaching--to train the high-quality design talent with the ideological and cultural realm, understanding social and market economy. Art design develops accompanied by the development of socio-economics and scientific technology. The training aim of design education should be the general talent with a broader vision, who must have the ability of observance, the ability of analysis, the ability of comprehension, the ability of creation and the ability of evaluation, which was tied to the capacity of natural science and social humanities knowledge accomplishments. In teaching, we should stress on the quality education of the art design, assisted by professional design art education, with the focus being the training of modern people's design art quality and the design aesthetic capabilities. On the basis of professional design courses, we should strengthen the aesthetic education, improve the artistic cultivation of the students, and improve the discriminating taste of the students. For example, we can offer such elective courses as Chinese painting, calligraphy, folk art, with the aim to deepen the understanding of our "mother" culture through the practice of teaching and in this way we can enrich the performance language of modern art design. In addition, we should also see the importance of the humanities education, including all kinds of knowledge in philosophy, literature, history, archaeology culture and ethics, which relates to the direction of the social value and humanities value in the society, the building of the national art spirit, and the generation and promotion of a nation's art vitality, creativity and cohesion. A group of world renowned scholars have long warned: if we ignore or neglect the humanities, it will inevitably lead to the recession of the national spirit and national wisdom, causing the vulgarization of society as a whole.

3) Focus on cultivating a strong sense of social responsibility
Designers are social workers, whose design is not primarily in a consideration of money, not self, but the community. This is reflected in that the designs must be safe, attractive, but also responsible for the ecological environment, and can not pollute people's survival environment. Judgment to the good and the evil, and the choice for the good or the bad originates from the value standards and the values in people's humanities education. Any ethical conduct will face the contradiction of the value and the interests. The humanities education in design education is to enable designers to be clear about their sense of social responsibility and public awareness. So that they would think more about how to achieve better social benefits through their design activities, think more about the necessity of weighing in the realization of ethical conduct, and think more about making a choice between interests and values. Through the humanities quality education, students, after graduation, can not only become a great designer, but also affect timely the aesthetic sense and design aesthetic awareness of their surrounding crowd, so that they can advocate correct consumption values.

4) Focusing on cultivating good teamwork ability and language skills

Another important point in the high-quality requirements of the designers is the capacity of group cooperation. Cooperation with others is essential to the ability of designers. With the advancement of the times, science disciplines will be more detailed, and a person can not grasp the full knowledge of too many disciplines. So he could only rely on the mutual collaboration of different professional staff, which is the premise and safeguard of excellent design. The design field itself is a cross-cutting subject, which is the combination of spirit and material, technology and art, application and aesthetic. A person will be doomed to failure if in the traditional manner he confines himself in the narrow scope of a certain professional skill.

We should also focus on training students to communicate with others and to express their design contrivance, including the writing expression, the oral expression and the expression of visual images. Designs will not work without the communication with others, and only when you can clearly and accurately express your design ideas and intentions, will you gain recognition for the others to accept your design. For example, after finishing each curriculum unit, before displaying good works, the students, based on the content of the unit, can make an oral speech about the learning methods, the design contrivance and the completion of works. Teachers and the other students can also ask targeted questions. These can develop the students' abilities to analyze, to arrange, to understand, to judge and to express problems, in which a new question for study will be put forward.

Conclusion:

Humanities quality education in the design education can not be made in haste and must be done unremittingly. As a vital link in the education system, the quality of the teachers is directly related to the quality of the students. Only when we have established a sound and effective teacher training system and an accreditation of system, and only when we pay attention to the training of teachers' humanities quality, can this work be developed stably and healthily. Combine the school education, the family education and the social education closely, and create positively the modern art design education model with Chinese characteristics.

References:

