

The extension of cognitive psychology to the field of art and its implications for education

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Abstract

Cognitive psychology is mainly through the processing of known information, at the same time to the processing of data information to re-integrate a kind of psychology. In the field of art, understanding works of art is mainly achieved through artistic activities. Due to different abstract thinking consciousness in the field of art, the charm of art is perceived through feeling, attention, memory, reaction and other contents, and the structure of artistic understanding activities is formed through different links. In addition, since art cognition activities are mainly synchronic and diachronic to a certain extent, cognitive psychology can be used to further analyze and study the relationship existing in the subconscious of cognitive activities in the field of art.

Keywords

Cognitive psychology; The field of art; Expand; Education; enlightenment .

1. Artistic awareness is the process of information processing

In the works, the characters are always in the process of interaction between subjects or the interaction between subjects and objects, which determines that artistic cognition is a way of cognition in practical activities, which is often connected with information processing such as perception, attention, memory and judgment in activities. It is not a pure logical understanding process of concept, judgment and reasoning (see Figure 1 for specific content).[1]

Attention is the orientation and concentration of human consciousness to the object of communication. As the saying goes, "You can't do two things at the same time." People can only grasp it by selectively focusing their consciousness on a certain object in communication activities. This is the selectivity of attention. Once attention points to a certain object, it puts other information in the marginal domain of consciousness, and even filters out those irrelevant things, which is the filter of attention. It can be said that attention is a filter in the cognitive information processing system. Because the external information passes through the sensory organs to the short-term memory transient, and then through the selective filter of attention, the useless information is "filtered out" and only the information to be cognitively analyzed is allowed to enter the perception.[2]

Memory is the storage and reproduction of things, experiences, ideas and emotions experienced by human consciousness. It can be divided into image memory, emotional

memory, conceptual memory and so on. According to the length of memory retention time, there are short-term memory and long-term memory. The function of memory in mental activities is to make the past tense in consciousness become the present tense again, and to evaluate or react to the external information obtained by the receptors as the existing knowledge. The cognitive process of human is the reaction of processing the external information obtained by the receptors and the information in memory.

It can be seen that the process of artistic cognition is the process of information processing. Introducing cognitive psychology into the study of artistic cognition not only helps us to see clearly the process of information processing in artistic cognition, but also helps us to see clearly the role of attention, memory, semantic analysis and other links in information processing.[3]

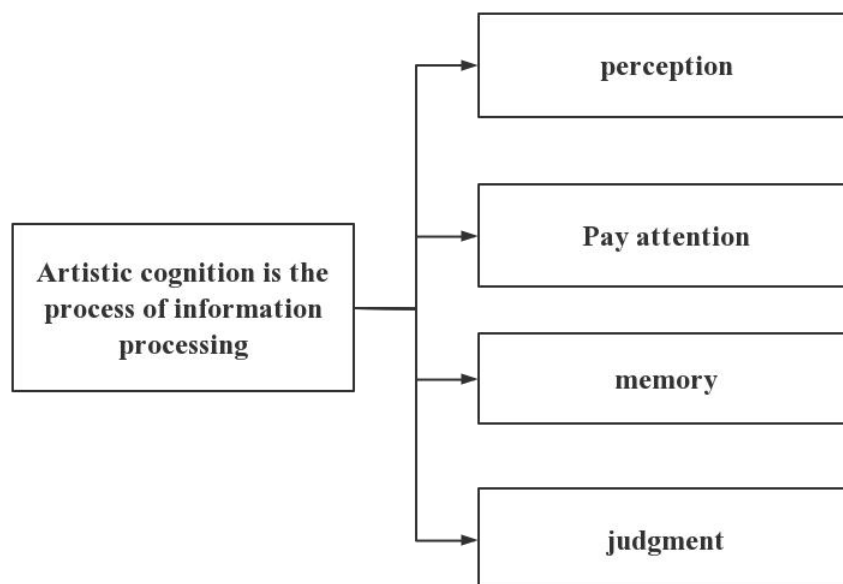


Figure 1. The relationship between art awareness and art activities

2. The structural relationship of art awareness activities

Another revelation of introducing cognitive psychology into the study of artistic cognition is that it helps us to analyze the structure and relationship of artistic cognition. Since cognitive psychology regards cognition as an information flow and processing process composed of different links, such as "stimulus-sense-memory-reaction" and so on, each specific link is a specific activity, and the whole artistic cognition activity is composed of many specific activities. On this basis, we can further analyze the relationship between these activities and find out the law. There are two kinds of structural relations in the activities of artistic cognition, which are diachronic structural relations and synchronic structural relations. The so-called diachronic structure relationship means that different activities are constituted according to the diachronic successively relationship. The so-called synchronic structural relationship is that different activities are involved at almost the same time, and then react. (See Figure 2 for details)

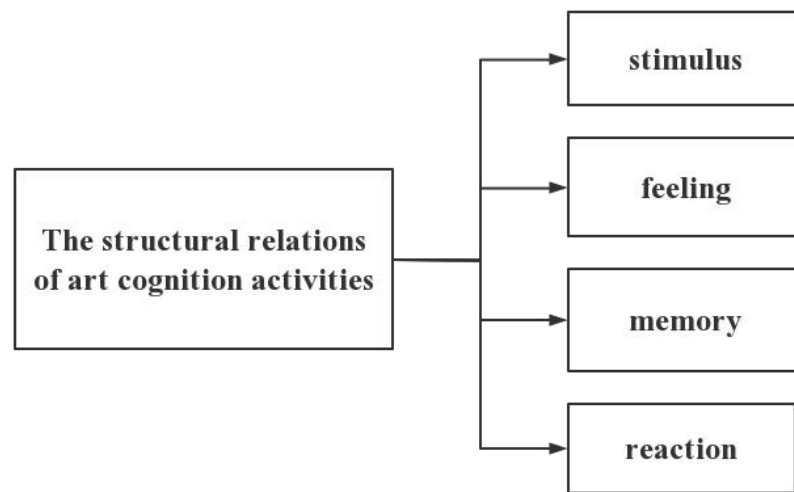


Figure 2. Structural relationship of art cognition activities

3. Innovation of art awareness activities

In the decades since cognitive psychology expanded to the field of art, the art education circle has not stopped the pace of absorbing, criticizing, reflecting and experimenting on this theory. In order to effectively improve psychology to expand cognition to the field of art, this paper adopts the following ways to reform and innovate traditional art cognition activities. (See Figure 3 for details)

3.1. Establish the cognitivism concept of evaluation

It emphasizes the value of cognition in the process of music perception, acquisition, development and application. Music is a cognitive thinking based on explicit operation, which is different from other cognitive behavior. Therefore, in the scientific learning system, musical skills are only a part and do not need to be overemphasized. The more important part is embodied in the cultivation of artistic thinking, which is manifested in the perception of the inner things through the organizational form of works.

3.2. Evaluation content of cognitivism

The change of evaluation concept is bound to affect the recombination of content. The evaluation content with obvious cognitivism color is produced accordingly. The "cognitive perception" and cultural significance of art are the evaluation contents which have not been paid much attention at present but are of great significance. Music cognition is the perception of music based on implicit psychology, which is manifested as the perception of meaningful events in the time context. Art cognition, as a common core thinking, runs through the explicit activities of education.

3.3. An evaluation method with non-preset standards, dynamic development and open process

Based on the implicit psychology of non-explicit behavior in the formation of artistic cognition, it seems impossible and unimportant to presuppose some visible evaluation goals. Therefore,

the whole evaluation process should have a non - standard answer control, non - preset dynamic process. This process is again unified in some thematic form so as not to be dazed and blind. They are also the factors that play a role in the formation of implicit psychology and the conversion between implicit and explicit.

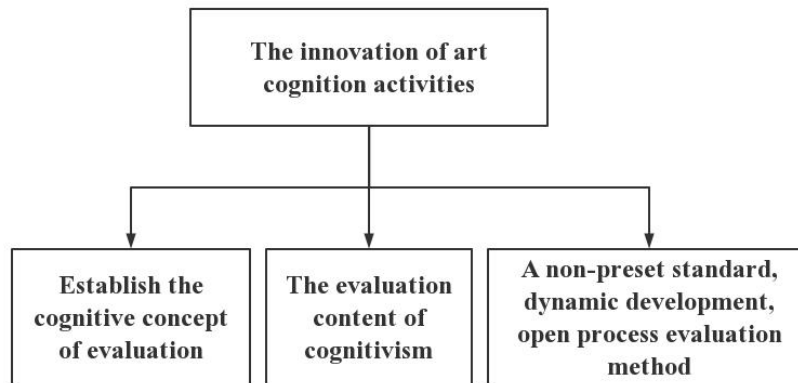


FIG. 3 Innovation of artistic awareness activities

4. Conclusion

To sum up, this paper mainly analyzes and studies the information processing model that can exist in art cognition activities, or the structural model of art cognition activities, and briefly describes how to reform and innovate in art cognition activities in the future. How to establish the fact that the expansion of cognitive psychology into the field of art is bound to bring ideological liberation to art education is the focus of current research, and how to establish the philosophy of cognitive art education is the direction of future development.

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