

## **Research on the application of art Education Psychology in Art Teaching activities**

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### **Abstract**

*The objective things reflected in the human brain behavior, called mental activity. All human activities and behaviors are carried out in psychological manipulation. In art education, a variety of psychological activities are often accompanied. The psychology of art education occupies an important leading position in many branches of art. It not only has a serious impact on the development of comprehensive art skills, but also is a necessary entry basis for every learner. The esoteric content of art and the difficult teaching means have always been the most important and difficult problems for the majority of professionals to solve. This paper mainly analyzes and studies the concrete performance of art education psychology in art teaching activities.*

### **Keywords**

*Psychology of art education; Art teaching activities; Applied research.*

### **1. The connection between art education process and psychology**

Art education is a process of psychological cultivation. Researchers who study the psychology of art believe that the value, evaluation and preservation of works of art all depend on the experience and perception it causes in the mind of the viewer as well as the characteristics of the inner experience it causes at the same time are the root of art education. From the perspective of art education including art history, art creation, art appreciation, art criticism and aesthetic thoughts (see Figure 1), the primary function of art education is to cultivate people's perception and imagination.[1]

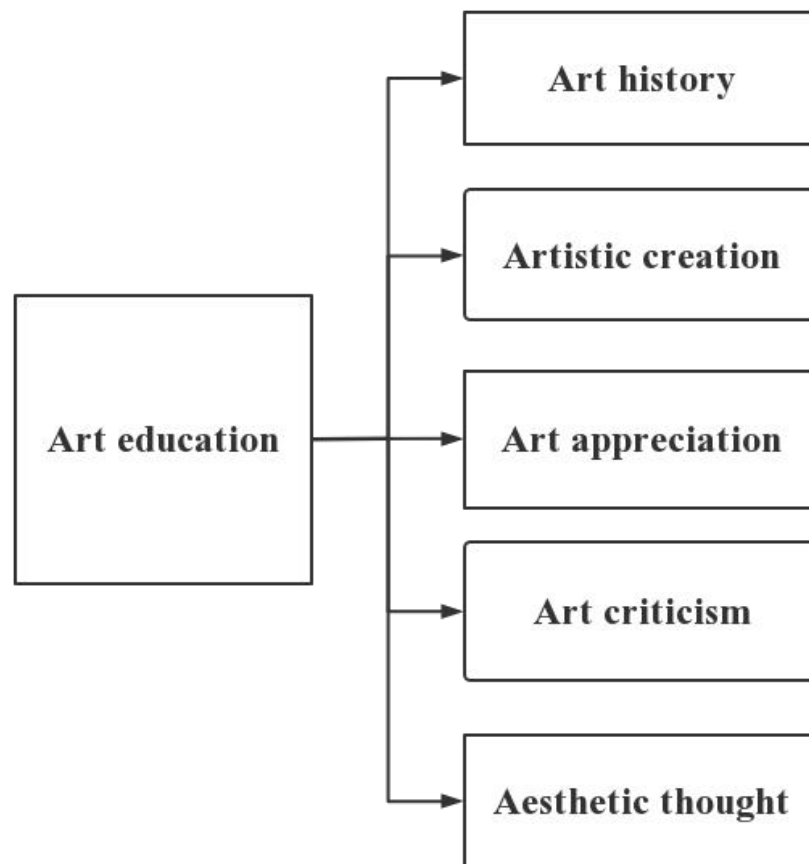


Figure 1 Components of art education

Firstly, in terms of artistic creation in art education, students learn about materials, acquire techniques and perceptual skills, and develop imagination in the process of creation. At the same time, the process also develops students' insight into their own work and the world. Moreover, the experience of artistic creation can also promote the generation of empathy, promote people's perception of the environment, and affect the quality of people's response. It can be said that art is the language chosen by people to express their emotions. Art education attaches importance to direct creative participation, because in the process of creation, one must develop that comprehensive ability. In the process of synthesis, one can continuously grasp the increasing complexity of experience and the inner motivation of creating art.[2]

Secondly, in terms of art history in art education, if visual arts such as fine arts show that human beings have always needed to express visually what they cannot express with words, music and drama, then like literature, music, drama, mathematics and natural science, it also comes from the use of human intelligence and creativity, from inspiration and intuition as part of the process of consciousness. Therefore, art history education of visual art helps people to focus on individual works in visual art, train students to feel and understand the relationship between visual statements and various components, form comparison and judgment of works, and learn to understand other images in the external world.

Finally, as far as art appreciation in art education is concerned, the development of aesthetic consciousness is a basic component of art education. Developing aesthetic awareness means

cultivating one's sensitivity to perceptual, intellectual, and emotional experiences, and deepening those experiences to integrate them into a harmonious unity. The organization of thinking ability, the development of feeling ability and the close relationship with emotional ability are all regarded as the growth of aesthetic consciousness and are closely related to psychological research. Therefore, the function and characteristics of emotion in aesthetics and art, the characteristics and image thinking of cognitive activities in aesthetics and art, the intuition, inspiration, non-conscious and unconscious activities in artistic creation, the personality psychology and creativity of artists, etc., have become deeply discussed in the comprehensive psychology of art pedagogy. (See Figure 2)[3]

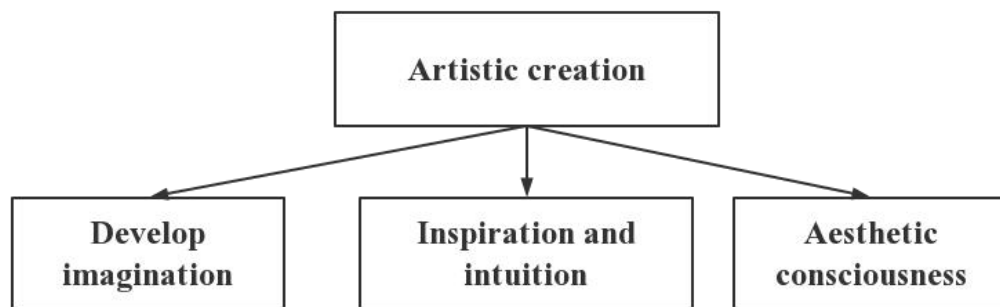


Figure 2 Necessary conditions for artistic creation

## 2. The significance of art education and the results of psychology

Art is the most powerful means of increasing perception, without which creative thinking in any field of study is impossible. This tendency to neglect art is but one of the most obvious manifestations of the general tendency to eliminate the role of the senses, which prevails in all fields of art study. What is most needed to correct this bias is not an excessive education in aesthetics and more difficult artistic techniques, but an eloquent fact about the existence of more general visual thinking. At the same time, the research results of psychology have also proved the significance of art education, and reflected the close relationship between art pedagogy and psychology from another Angle. Intuitive thinking is the intuitive perception of uncertain situations, which mostly adopts the form of image representation and often experiences non-verbal process. It is a kind of sudden leap thinking, which is similar to the process of creation. The cultivation of intuitive thinking is helpful to students' creativity. Art education, whether it is about art creation, art appreciation, art criticism or art history, is based on the image and meaning of art and explores people's understanding and imagination ability. (See Figure 3)

First, when students are affected by artworks, their perception and discrimination of the meanings of artworks will be improved. Only those students who learn to feel all aspects of the art can get closer and closer to the shocking connotation of the art. One of the goals of art education is to bring learners as close to this high level of understanding and sensitivity as time and ability permit.[4]

Second, the student is exposed to a large body of art and perceives its subtleties, thereby developing the image repositories that make up the imagination. Students realize the potential of imaginative thinking by watching artists depict different worlds. The more

students appreciate the intricacies of art, the more they can react to and create with their library of images.

Thirdly, art study will promote students' understanding of visual metaphors. Generally speaking, if "art is the basic means for human beings to achieve the orientation of activities, which is generated from the need of human beings to understand themselves and the world in which they live", then "studying artworks gives learners the opportunity to get close to the representation of human's highest achievements, and human's lofty ideals and beliefs are reflected in artworks. The increased understanding of visual metaphor enables people to put aside worldly problems and to think about the aesthetic significance of works of art. The knowledge, techniques, and values acquired through art education ensure the growth of this understanding."

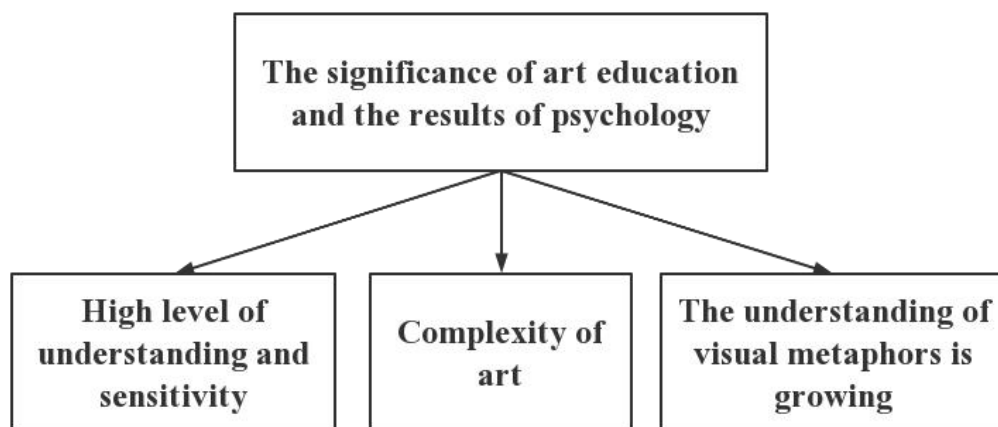


Figure 3. The significance of art education and the results of psychology

### 3. Conclusion

To sum up, art educational psychology plays a dominant role in the management of art educational activities, which can not only effectively improve the comprehensive artistic level of art students, but also improve their self-artistic quality, so as to better design excellent works of art.

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