

# Correlation between Aesthetic Ability and Art Appreciation

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**Abstract:** As an important method to cultivate students' ability of art appreciation, art teaching can not only improve students' imagination and aesthetic ability, but also enhance students' aesthetic quality. In high school art teaching, art appreciation teaching is an important teaching content, which is to improve students' art appreciation ability. Artistic quality is an important part of people's cultural quality, and art has become an essential part of life. People in the new era should have the knowledge and ability to transform the objective world and the subjective world in a more comprehensive, rational and scientific way according to the laws of the United States. Improve people's artistic thinking ability and artistic aesthetic ability, cultivate good sentiment and enhance their ability to feel about beauty. Therefore, in the face of all kinds of fine art works that are in the midst of life, we are eager to improve the aesthetic and appreciation of the public as soon as possible and accelerate the progress of human civilization.

**Keywords:** *Aesthetic ability, Art appreciation, Learning ability, Teaching mode*

## I. INTRODUCTION

The most important thing in the social function of art is its aesthetic function, that is, the aesthetic effect of art. Science makes people understand the abstract truth, while art can make people understand the truth of the image. Art can infect people's emotions, and make people feel beautiful and moving. Art not only reflects the beauty of reality, but also creates artistic beauty and creates aesthetic objects. Art works, art is the product of the artist's aesthetic understanding and aesthetic creation according to the law of beauty. As Lessing said: "Beauty is the supreme law of plastic art." Therefore, aesthetics is the most basic and important function of art. It is determined by the beauty of the art. Recently, Xi Jinping emphasized at the Symposium on Literary and Art Work: "The highest state of art is to make people feel tempted, let people's souls undergo baptism, and let people discover the beauty of nature, the beauty of life, and the beauty of the soul."

Art appreciation teaching is one of the main teaching contents. The quality of its teaching results not only affects the improvement of students' aesthetic appreciation ability, but also has a great influence on the improvement of students' creativity. The essence of art appreciation teaching is that teachers display art works and encourage students to associate and perceive the works autonomously, so that they can discover the beauty in art works and achieve the purpose of improving their own aesthetic ability. In the teaching process, after exhibiting art works, art teachers should guide students to perceive and analyze the works, and encourage students to summarize and elaborate their own cognition so that students can improve themselves in the process of appreciating art works. Imagination and aesthetic ability.

Students are the main body of learning. Only students who actively participate in learning activities can fully exert their subjective initiative and mobilize their creative potential. After the teacher presents the appreciation work, ask the students to read for a few minutes, and in the form of discussion, ask the students to give a first impression of the work. Then throw some

thought questions to guide the students to observe and think about the picture. In addition, the combination of appreciation and practice will comprehend the connotation of the work. Once again, the scene was created, and the artistic charm was tasted from it. Excellent works of art, behind the formal structure, contain rich feelings, or ideas, or meanings, or some kind of spiritual connotation, that is, meaning beauty. After the aesthetic intuition stimulates the appreciator's feelings, the students will not be satisfied with staying on the surface. At this time, the teacher should actively mobilize their life experience and aesthetic experience, and use the strong language expression ability and profound literary skills to explain in time. Inspire students' rich imagination and emotions.

## II. THE PROPOSED METHODOLOGY

**Art Appreciation Teaching and Cultivation of Aesthetic Ability:** Art appreciation not only cultivates students' aesthetic feelings, but also helps to improve students' aesthetic ability. From a certain perspective, the art appreciation course is to cultivate students' ability to feel beauty and appreciate beauty. The Art Appreciation Course can bring students an aesthetic experience such as joy and excitement. Students can gain a unique aesthetic experience in the appreciation activities, produce aesthetic feelings, and discover beauty and understand the value of beauty. It can be said that while the art appreciation course is cultivating the feelings of students, it can also encourage students to consciously pursue some beautiful things and improve their aesthetic ability without knowing it. In the high school art appreciation teaching, teachers often use the contrast of some art works to mobilize the students' aesthetic initiative, so that students can cultivate their aesthetic ability in thinking, and the purpose of appreciating the course is realized.

In the process of art teaching, effective teaching strategies can achieve a multi-functional effect. In the art appreciation teaching, teachers should adopt scientific and effective teaching methods to guide students to carry out in-depth study on the basis of understanding, and then lay a solid foundation for students to form a good aesthetic appreciation ability. With the continuous development of the modern society, education and teaching are constantly reforming and advancing. In the art appreciation teaching, teachers should gradually change from theory to life, and cultivate students' art appreciation ability through some simple and easy-to-understand cases, so that they can not only obtain effective teaching effects, but also enhance students' learning interest in the teaching process. In the process of art appreciation teaching, teachers need to grasp the difficulty of the course and make it easier for students to accept. For example, when enjoying the Raven on the Wheat Field, the teacher can first play the post-impressionist knowledge on the PPT, so that students can have a simple understanding of the school. In the process of appreciation, it is effectively guided to allow students to interact and discuss their opinions about the work or to say what they don't understand; finally, the teacher summarizes and analyzes. This will give you more results with less effort.

Art appreciation is an activity process in which aesthetic ability is improved. Aesthetics is also a manifestation. It is a complex emotional tendency. It is expressed in art and

aesthetics. It can help people to move forward and produce a firm ethics. In the process of appreciating, people will inevitably produce emotional activities and thinking activities. This kind of activity process is the process of improving people's aesthetic ability. They are interrelated.

However, in the current art appreciation teaching, there are still some problems to be solved, and these problems have a great inhibitory effect on the improvement of students' aesthetic appreciation ability. One is that the teaching center is not clear. In the art teaching of high school, art appreciation teaching is the most important thing, but in teaching, art teachers often explain more theoretical knowledge, but rarely explain the knowledge points about the appreciation of works, and the comprehensive ability of students. The promotion is not very important, which makes it easy for students to get bored with art learning, and the students' aesthetic appreciation ability can not be effectively improved. The second is that the classroom is too professional. In the teaching process, art teachers use professional terminology in the classroom to explain art appreciation, making it difficult for students to understand what the teacher is saying.

**Focus on Diversified Art Appreciation Teaching:** Art appreciation teaching should pay attention to cultivating students' creative thinking. Teachers should mobilize students' initiative to participate in classroom teaching. Different students often have different artistic inclinations and aesthetic tastes due to their different personalities, temperament and living environment. Teachers should have a correct attitude towards the students' views and opinions, and let the students taste the experience and joy of success. Don't limit art appreciation teaching to the classroom. Teachers usually organize students to visit art exhibitions and encourage students to express their opinions. Aesthetic appreciation teaching should focus on the process of learning, not too much pursuit of the unity of results and forms, so that students learn how to study problems, thereby cultivating creative thinking, enhancing the interest in art appreciation, and improving learning efficiency. Teachers should fully study the new curriculum standards and new teaching materials, constantly improve and enrich themselves, update the teaching methods in a timely manner, carefully experience the connotation of the works, grasp the author's intentions, creatively use the art appreciation materials, and mobilize the autonomy of students' learning. Guide students to correctly appreciate the work. The learning activities of art appreciation are more important than the appreciation of art, and the requirements are also higher. In the process of learning, teachers should let students play the initiative of learning and conduct research learning more deeply. In the process of art appreciation, the appreciator is the subject, and the subjective behavior of the student is the real art appreciation activity.

Artistic creation is inspired by life, and the foundation of artistic creation is aesthetic appreciation. Therefore, improving students' aesthetic creativity is very important in high school art appreciation teaching. In the past, art appreciation teaching used conventional teaching methods such as teaching method, interactive method and situational teaching. The modular art appreciation method is highly undesirable and is not conducive to the cultivation and development of students' aesthetic ability. The author believes that combining art appreciation and creation in teaching, and using art appreciation as the basis of aesthetic ability, can continuously improve the aesthetic level of students under the combination of appreciation and creation, and can also explore students' artistic creation ability and passion.

In the process of high school art teaching, students need to have a good aesthetic ability in addition to their high appreciation ability. The aesthetic ability is closely related to the appreciation of art. Students can fully develop their imagination in the process of appreciating the works. According to the association and imagination of the works, they can gradually cultivate a good aesthetic ability, find differences in the process of appreciation of different works, and grasp the works. Soul and so on. Therefore, in the process of cultivating aesthetic ability, teachers must first pay attention to the cultivation of students' observation ability. In addition to appreciating the art work in the classroom, the teacher can also allow students to use the time of the class to observe the details of some things around them, to discover the beauty of life, and to cultivate students' observation ability. When students have good observation skills, they can discover hidden details and cultivate a good sense of aesthetics while enjoying excellent art works. For example, in the process of appreciation of the "Last Supper" work, since all the characters in the picture are sitting facing the table, the facial expressions of all the characters are visually portrayed, and the students need to grasp well in the process of appreciation. The facial expressions of different disciples can find out the true murder of Jesus. In short, in the process of art appreciation teaching, students' observation ability has a close relationship with aesthetic consciousness. Teachers need to pay attention to the cultivation of students' observation ability in the process of education and teaching.

**Aesthetic Re-creation of Art Appreciation:** Art works exist as objects of spiritual understanding, and appreciators are freely and pleasantly able to recognize and taste it, thereby gaining aesthetic enjoyment. Therefore, art appreciation is essentially an aesthetic spiritual emotional activity of the soul, and at the same time it is a creative spiritual activity.

Appreciation activities are not passive behaviors, but active and creative spiritual and creative behaviors. In the face of art works, appreciators first sense their form beauty, and then create associations and imaginations driven by experience activities that infiltrate multiple kinds of knowledge and experience. Finally, it will play a positive role and influence on the appreciator's psychological function, thoughts, feelings, life, etc. It can be said that each appreciator will form his own unique aesthetics in the process of repeated appreciation.

Art appreciation is a positive and active way to carry out creative cognition and evaluation again. That is to say, when the appreciator faces a specific painting art work, do not attempt to obtain ready-made things from the creator. It requires the appreciator himself to enrich the artistic imagination and integrate the artistic literacy possessed by the art appreciator himself. And the spiritual character to independently and creatively carry out art appreciation activities, that is, to use all of their appreciation knowledge and ability to directly face the works with appreciation, to independently perceive, recognize, judge, understand, taste, and finally obtain Unique artistic enjoyment and aesthetic satisfaction.

Appreciators should consider and take into account the creator's creative emotional orientation when appreciating specific works of art. However, it is not necessary to follow the creator's established baton. Appreciators should dare to abandon the established normative framework directives and independence. The land, boldly and exploratorily re-creatively recognize and appreciate the original work, and sublimate the more artistic value, which is also an effective supplement and improvement of the creator's creative imagination and conception.

In high school art teaching, aesthetic ability is one of the main abilities that students need. This ability of students not only helps to improve their imagination, but also enhances their creativity. If students want to improve their aesthetic ability, they need to pay attention to the appreciation teaching in art teaching, because it is an important premise to improve the aesthetic ability. Only by appreciating different types and different factions, the students' appreciation ability can be improved. At the same time, the aesthetic ability can also be enhanced. The creation of art works requires inspiration, and the acquisition of inspiration requires a certain degree of appreciation. Only with the ability to appreciate, students can discover the beauty of life and thus improve their aesthetic ability.

**The Relationship between Aesthetic Ability and Art Appreciation:** Pay attention to the emotional experience of middle school students in the process of appreciation of art works. Teachers should respect the subjective status of students in the appreciation class, and only give guidance to students. They must not be arranged or replaced. In this way, when faced with excellent works, students can exert their own subjective initiative, stimulate their potential, and feel the artistic beauty and form beauty of art works after analyzing and understanding the works of art. With a complete aesthetic experience, students' aesthetic interests and aesthetic desires will gradually increase, helping them to improve their appreciation.

In art teaching, teachers should use scientific teaching methods to carry out art teaching so that students' aesthetic ability can be effectively enhanced. At present, art teaching uses a wide range of teaching methods such as situational teaching methods and teaching methods. Moreover, in the teaching process, art teachers should also combine art appreciation teaching and art creation to stimulate students' enthusiasm for learning, so as to enhance students' aesthetic ability.

Art appreciation is an aesthetic activity that requires appreciators to feel the work in a sincere manner with sight and emotion. Because the art work itself is the materialized form in which the artist expresses his feelings in a unique artistic language, it is full of the artist's emotions and feelings. Cultivating a keen sense of aesthetics is a prerequisite for art appreciators. The so-called aesthetic sensibility is a keen grasp of natural forms and art forms through visuals. When appreciating a painting, you should first feel the color and lines of the works. And constitute an emotional experience brought by art forms. For example, Van Gogh's paintings, the lines of the spinning and dancing, the strong colors, and the pens with obvious strokes all make people feel the rich sense of movement and visual impact, and feel the inner world of the author's unsettled. Through the constant contact with the training of art, people's aesthetic sensibility will become more acute and rich.

Because of the lack of contact with modernist works and the lack of aesthetic experience, people do not know from what angle they should appreciate it. The so-called "outsiders see the excitement, the insider looks at the doorway" means that people with appreciative and aesthetic experience can obtain a variety of pleasures and aesthetic enjoyment from the aesthetics, and can also appreciate the profound connotation and meaning of the works. As the saying goes: "Fucking a thousand songs and

then whispering, watching thousands of swords and then knowing the instrument."

## CONCLUSION

Teachers should study and explore the rules and methods of high school art appreciation teaching, so that students can understand art culture. Only when art appreciation teaching can achieve certain results, students' aesthetic ability can be effectively improved, and students' creative ability can be enhanced. It can be seen that art appreciation teaching can be said to be an important prerequisite for the enhancement of students' aesthetic ability.

## Acknowledgement

This paper is one of the staged achievements of the 2018 Shandong Art Science Key Project of China "Research on the Relationship between Art Appreciation and Appreciator Personality" (Project No.: 20180613).

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