

# Enhancing Creativity in Art Education Teaching in Colleges and Universities

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**Abstract:** Cultivating students' creative thinking and improving their quality is the mission of educators, and art education is one of the most fruitful ways to cultivate creativity. In the process of teaching, how teachers can cultivate students' creative thinking, explore students' inherent creative potential, and cultivate students' exploratory spirit has become a topic that should be explored by teachers at all times. Discussions centered on the significance of creative thinking to art teaching, the methods of teachers to cultivate students' creative thinking, and gradually change from the inherent mode of thinking to a creative mode of thinking adapted to today's society. The purpose of this paper is to set up personalized curriculum experiments, interviews and analysis of how to improve students' aesthetic ability on the basis of improving students' feelings and aspirations for beauty, and to help students achieve creativity, so as to enhance students' creativity in art teaching in colleges and universities.

**Keywords:** Higher art education; Creative thinking development; Aesthetic skills; Creativity

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## 1. The proble

### 1.1 Research background

With the rapid development of social and economic development, people's aesthetics are constantly changing, the basic education of art in colleges and universities also need to keep pace with the times, can not be completely according to the old curriculum remains unchanged, we should focus on emphasizing the need to enhance the sense of innovation, the foundation and innovation are closely integrated, so that colleges and universities can cultivate useful talents in line with the times <sup>[1]</sup>. Jia Li. in the introduction to the university fine arts education in the cultivation of student's innovation ability "mentioned in the present most of the school of fine arts class or a traditional mode of education, the traditional education mode of classroom activity is not high, the lack of interaction between teachers and students, is not conducive to the improvement of students' thinking activity, so that colleges and universities must strengthen the cultivation of fine arts students innovation ability, Must change the traditional mode of education."<sup>[2]</sup>

Fan, Jindan. in The Teaching and Reform of College Art Appreciation from the Perspective of Art Education, says that quality education also puts forward higher requirements for art education in colleges and universities, and at the same time, it is necessary to train and exercise students' art appreciation ability, so that students can have the ability to analyze art works alone, so that students can constantly improve their own appreciation ability and personal art taste in the process of learning.<sup>[3]</sup>

### 1.2 Theoretical/Conceptual Framework

This section presents the theories and concepts that this study is grounded on.

Humanistic theory

Humanism theory is a psychological school that emerged in the United States in the late 1950s and early 1960s. The principal representatives were Abraham H. Maslow and Carl Ransom Rogers.

Abraham H. Maslow's original theory in 1943 was the "Theory of human motivation," which argued that everything humans do stems from biological needs.

Humanistic personality theory emphasizes individual growth and the realization of the maximum potential of each unique

individual. Everyone is good and free to make choices. People are trying to realize themselves.

### **1.3 Significance of the Study**

The discussion focuses on the significance of creative thinking to art teaching and the methods for teachers to train students' creative thinking, and gradually changes from the inherent thinking mode to the creative thinking mode that ADAPTS to today's society. This paper aims to set up personalized curriculum experiments, interview and analyze how to improve students' aesthetic ability on the basis of improving students' feelings and yearning for beauty, to help students realize the enhancement of creativity, so as to enhance students' creativity in college art teaching.

### **1.4 Objectives of the Study**

This research describes the different ways of enhancing creativity in Art Education Teaching in colleges and universities. Specifically, it has the following research objectives:

- 1.To identify the the new teaching methods in art education at present
- 2.To find out the problems and challenges encountered by students in the course
- 3.To determine students' expectations to enhance creativity

## **2. Methodology**

This part discusses the research design, population and locale, data gathering tools and procedures, treatment of data and ethical considerations.

### **2.1 Research Design**

This study will be set up by the researcher to set up the course, the previous courses are based on basic teaching, this set up collapsed professional discipline professional skills teaching, will be added to the abstract and expressionism appreciation and technology use, proposition creation course, do not set up the tools and materials of the boundaries of the type of painting. The course lasts for four weeks, and students are expected to complete a piece of art creation throughout the course.

### **2.2 Population and Locale**

The study site, College of Fine Arts, Taiyuan Early Childhood Normal College, Taiyuan, Shanxi Province, China, is a public university that integrates creativity, research and teaching. The subjects were 10 art students from this university, who came from three different classes and majors. Throughout the teaching process, the students' changes in the learning process were understood through hands-on creative work and after-class interviews. Because the researcher's topic is art education, the researcher chose art majors as the research subjects.

### **2.3 Data Gathering Tools**

This paper aims at "improving the creativity of art education teaching in colleges and universities" as the research objective. This study will use the interview method to interview the research participants in Chinese. The nine questions in the appendix will be used to conduct the interviews, and the contents of the interviews will be used as the research data. Throughout the teaching process, the changes in the students' learning process will be obtained through the form of practical creation and post-class interviews.

### **2.4 Data Gathering Procedures**

The researcher will formulate the interview questions, which will be based on the research questions. An interview plan will be developed and will take the form of a face-to-face interview. Conduct formal interviews. Listen attentively during the interview, ask questions in real time, and record the interview process in a timely manner. During the data collection procedure, the privacy of the participants is respected and confidentiality of information is ensured.

### **2.5 Treatment of Data**

The researcher will use the thematic analysis method to summarize and sort out the contents of the article and distill some themes. The rich information will be thoughtfully processed, the essence and inner connection of objective things will be systematically analyzed, and perceptual understanding will be elevated to rational understanding, so as to finally solve the problems raised by this study.

### **2.6 Ethical Consideration**

To ensure that the study is ethical, the researcher will ensure that participants remain anonymous and will not disclose any personal information. Participants may withdraw from the interview at any time if they feel uncomfortable.

### **3. Results and discussion**

#### **3.1 New teaching methods in art education**

The researcher interviewed the students before the end of each class, letting them ask questions and needs, and the researcher added and adjusted the lessons according to the feedback received after each class. For example, in this class, all the students gave feedback that they wanted to see the researcher's own process of creating the paintings, which included the theme conception and the way of using the picture technology, so the researcher added the display of her own art works in the following class.

#### **3.2 Problems and challenges encountered by students in the program**

Through the data analysis of the high-frequency content appeared in the interviews to get some general views of the students, the researcher in the classroom at the beginning of the oral explanation of the skills of the students encountered some problems, generally said that it is more abstract, not easy to understand, the need for the researcher to show the specific application, in the follow-up to show the application of the method of the students after all can be basically grasped. When the students independently completed the creation in the classroom, they encountered the problem of unskilled application methods, and the researcher repeatedly added explanations and demonstrations according to the needs of each student.

#### **3.3 Students' expectations for increased creativity**

After four weeks of course practice to understand the psychological demands and potential ability of several college art students, got the effectiveness of the small-scale implementation, from the interview feedback 80% of the students think that this kind of course is more interesting than the previous basic courses, 10% of the students think that the course is more difficult to master, 100% of the students think that their desire to enhance creativity has become more active, 80% of the students think that they will continue to enhance their future creativity, and 100% of the students felt that they were effectively inspired to be creative.

### **4. Conclusions and recommendation**

#### **4.1 Personalized Curriculum**

In the curriculum should be different from the previous emphasis on basic education and ignore the creation of teaching ideas, basic education and teaching is undoubtedly very important, the first grade is still to focus on the basic courses, effectively avoiding the standardization of aesthetics and the teacher's individualistic bias of aesthetics.

#### **4.2 Teacher quality improvement and build curriculum group**

Personalized creation courses require a high degree of comprehensiveness in teachers' abilities, and it is difficult for one teacher to answer and solve all the questions independently, which requires several teachers to build a course team, and teachers need to communicate with each other ahead of time and let go of their prejudices to form a tacit understanding, inclusive, non-programmed, and non-judgmental teaching environment.

Creative thinking is the premise of creativity, it helps human beings consciously promote the process of civilization, it is not willing to repeat the achievements of previous generations and stagnation, it is not only beneficial to the creation of art is more beneficial to the progress of society as a whole, in the prosperity and stability of today's society, art education in colleges and universities to enhance the creativity of the teaching is very necessary.

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