

Discussion on the Positive Factors of Local Artistic and Cultural Resources for the Cultivation of Adolescent Aesthetic Ability in Nantong¹

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Abstract: The article combs the local art and culture resources of Nantong, mainly including intangible cultural heritage resources, Nantong art and culture celebrity resources, public art and culture places resources, art and culture groups resources, and unique environmental resources. Through the integration and link of local art and culture resources and various education forms, the corresponding training methods and countermeasures are given to explore the positive factors for the cultivation of Nantong teenagers' aesthetic ability.

Keywords: Nantong teenagers; Local artistic and cultural resources; Aesthetic cultivation

The cultivation of youth culture is the foundation of national education. With the continuous advancement and development of social culture, the public has deeply realized that the importance of aesthetic education is the same as that of moral education, intellectual education and physical education in the process of cultivating teenagers' comprehensive cultural quality. Aesthetic education includes aesthetic education, sentiment education and spiritual education, which plays an important role in affecting people's emotions. Only through the corresponding aesthetic education activities can the teenagers' innovative consciousness and aesthetic ability be improved, and their all-round development can be realized.

At present, the research theories of aesthetic education for teenagers are extensive, and the main mature theories include: infiltrating aesthetic education with different subject contents, including sentiment education and spiritual education; Research on the present situation and existing problems of aesthetic education for teenagers; The evolution of aesthetic education under the background of Internet; The importance of aesthetic education for teenagers. However, the theory of using local cultural characteristics and resources to help teenagers' aesthetic cultivation is relatively lacking.

1. Combing Nantong's local artistic and cultural resources

Nantong's local artistic and cultural resources have a certain breadth and depth, including intangible cultural heritage resources, Nantong artistic and cultural celebrities resources, public artistic and cultural places resources, artistic group resources, environmental resources and so on.

1.1 Intangible cultural heritage resources

Nantong has a long history. Apart from the infiltration and precipitation of Jianghai culture, it is nourished by Wuyue culture, Jingchu culture and Qilu culture. Nantong has accumulated rich intangible cultural heritage in its own unique cultural ecological environment. Among them, there are nine national intangible cultural heritage projects, thirty-one provincial intangible cultural heritage projects and sixty-six municipal intangible cultural heritage projects, covering many disciplines such as music, art, craft and dance. Blue calico, kite kite, mahogany carving, woodcut New Year pictures, simulated embroidery, lanterns, silk carpets, colorful brocade and gourd crafts are typical representatives of Nantong local traditional culture. Because of its strong local flavor, it makes people feel more affectionate and identity. As the traditional carrier of social culture, these local art resources provide rich and diverse teaching materials for aesthetic education in Nantong local colleges and universities.

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1.2 Nantong Art and Culture Celebrity Resources

In the modern art history of China, there are many talented people in Nantong. The painters in Nantong are a diverse, inclusive and creative group. In 2019, the research exhibition of "Nantong phenomenon of China fine arts" in the 20th century, funded by the National Art Fund, exhibited a total of 123 works by 65 Nantong artists, which concentrated on the group appearance of Nantong artists in China fine arts in the 20th century, covering their breakthroughs and innovations in Chinese painting, oil painting, printmaking, calligraphy and other fields.

Zhao Wuji is a Nantong-born painter with world influence. He perfectly blends the oriental implication and spirit with the western abstract ideas and forms. Youqu sticks to tradition and is the representative figure of contemporary traditional landscape painting in China. Yuan Yunsheng dares to be the first, advocates human body, and constantly explores human nature and the true nature of life. Shen Qipeng has not received academic education, is self-taught, always pays attention to the society, looks at life, and accurately grasps the essence of present realism. Among the new generation painters in Nantong, there are also a large number of influential figures and their artistic styles. Shen Xinggong's "Jiangnan Narrative" oil painting; Painting language of Zhou Jingxin's "Ink Sculpture"; The ultimate black and white art in Leng Bingchuan; Xu Lei's heavy-colored meticulous work and so on. In addition to the level of creative practice and theory, a number of influential historians and art critics have emerged in Nantong. Including Yuan Yunfu, historians Rose Zhang and Ling Jiyao, designers Xu Ping and Wu Lieyan, who have made remarkable achievements in art history, art criticism, design theory and design education.

1.3 Resources of public art and cultural places

Public art and cultural places in Nantong include Nantong Museum, Art Museum, Nantong Grand Theatre, Popular Theatre, Youwuqu, Wang Geyi Art Museum, etc. In 1905, Zhang Jian founded Nantong Museum, the first museum in China, in Jiangsu. Nantong Museum has a natural production department, a history department and an art department. There are many kinds of antiques, specimens and art exhibits in each department, and the site environment is elegant and natural, with rich cultural atmosphere. Nantong Art Museum, Nantong Grand Theatre, and Popular Theatre will regularly present high-quality art exhibitions and stage plays. There are more than 200 calligraphy and painting works donated by Wang Geyi to Nantong Municipal Government, as well as famous calligraphy and painting works of past dynasties. These public art places have become important platforms for Nantong's art and culture dissemination and construction.

1.4 Resources of artistic and cultural groups

Nantong Artists Association includes fine arts, calligraphy, drama, quyi, music, dance and so on. Nantong Cultural Bureau has a number of performing groups, including drama troupe, song and dance troupe, opera troupe and acrobatic troupe. These artistic and cultural organizations and groups have become carriers for the public to participate in aesthetic activities. Nantong Lingxue Society is the first modern drama art school in the history of aesthetic education in China. It was founded in 1919 by Zhang Jian, an industrialist and educator of China national bourgeoisie. It trained a group of actors with high cultural knowledge and officially opened the modern door of art education in China. Since its restoration and opening in 2013, Linggong Society has created many distinctive cultural service projects, and held more than 300 free performances, giving full play to actively carrying forward the spirit of opera culture and creating an excellent atmosphere and environment for the aesthetic education of teenagers' operas.

1.5 Environmental resources

Resources include natural scenery, urban construction, aesthetic education facilities, rural revitalization of art and culture projects, etc. Nantong's natural scenery includes rivers, seas, mountains and rivers. It reaches the Yellow Sea in the east and looks at the Yangtze River in the south. The unique river-sea culture has created Nantong's unique urban charm. Qidong's Golden Beach has a vast ecological beach, which is characteristic of seashore. Langshan Scenic Spot is composed of five mountains, namely Junshan, Jianshan, Langshan, Maanshan and Huangni, with beautiful mountains and beautiful natural scenery. Haohe Scenic Area is one of the well-preserved ancient moats in China. The whole Haohe River twists and turns and takes the shape of an inverted gourd to surround the old city. Nantong's architectural culture also has a special style. The Wenfeng Tower is tattooed, and the TV Tower, Bell Tower, Dasheng Wharf and other places have witnessed the history of Nantong. Nantong also retains rich ancient town culture, such as Yuxi Ancient Town in Tongzhou, Baipu Ancient Town in Rugao, Yuxi Ancient Town in Haimen, and Bencha Ancient Town in Rudong. These ancient towns are surrounded by rivers, covered with white walls and tiles, with numerous historical sites, profound cultural heritage and high aesthetic value. Nowadays, there are more and more artistic and cultural projects in rural revitalization, such as the 10, 000-meter rural cultural wall in Pingchao, Nantong and other

hand-painted cultural walls. These elements have become a brick by brick to cultivate young people's aesthetic ability.

2. Nantong youth aesthetic education and local art and cultural resources integration measures

2.1 Non-legacy culture+series of activities

Schools can inject non-legacy elements into community activities, set up Nantong non-legacy study club and non-legacy creation club, etc. , so as to expand the channels of aesthetic education for teenagers and fully mobilize students' subjectivity. Including the theme of non-legacy design competition, holding non-legacy exhibitions, regularly inviting non-legacy inheritors to give lectures, organizing a series of non-legacy performances, and visiting non-legacy bases, so that students can explore and experience non-legacy culture for themselves. Students are organized to learn traditional skills such as Nantong kite, blue calico, woodcut New Year pictures, simulated embroidery, lantern colors, silk carpets, colorful brocade, gourd paper-cutting and straw weaving, so that the intangible resources can comprehensively benefit the youth groups, thus strengthening the awareness of intangible protection and enhancing the aesthetic taste of the youth.

2.2 Artistic celebrities+classroom integration

Incorporate Nantong local art and cultural celebrities into the classroom, and make use of local art celebrity resources such as Zhao Wuji, You Wuqu, Yuan Yunsheng, Shen Xinggong, Leng Bingchuan and Zhou Jingxin. In the classroom introduction, examples of local painters and their works are listed. Nantong fine arts with local cultural characteristics are more grounded and closely related to students' real life, which can quickly attract students' attention and promote their desire for exploration. In classroom content teaching, teachers can plant the seeds of role models in students' hearts, teenagers have strong imitation ability, and localized artistic celebrities have a certain intimacy. By explaining the corresponding artists and their works in class, students will actively learn the artistic spirit of the role models, draw artistic nutrients from them, and promote their aesthetic improvement. At the same time, some theoretical art knowledge is abstract, which requires teachers to concretize abstract art knowledge. For example, in the course of Composition Design, when explaining the composition of dots, lines and surfaces, you can appreciate the works of Leng Bingchuan, a black and white master. Through the analysis of his works, students can understand the application of dots, lines and surfaces more intuitively. The works of different artists can be listed in different design courses, so as to increase students' understanding and improve their aesthetic quality.

2.3 Art places+"contact" practice

Cai Yuanpei has put forward that "aesthetic education can be achieved through music, pictures and games in schools, while in society it can be achieved through museums, art galleries, theatres and parks. " [Cai Yuanpei. Selected Works of Cai Yuanpei [M]. Beijing: Zhonghua Book Company, 1959: 182.] In fact, museums, art galleries, theaters and other public art places are the second classroom of aesthetic education. Direct contact with works of art, such as direct viewing, listening and touching, is similar to practical exercise in aesthetic education methods. Teachers and museum lecturers can correctly organize and guide teenagers, "contact" with works of art in activities, improve their ideological consciousness in the process of transforming the objective world, understand the creative forms and artistic values of different works of art, and develop good aesthetic quality.

2.4 Art groups+real participation

Cultural groups are the vane of art in the new era. They have great vitality and are not limited to the boundary of pure art. They have become an important link between art and the public, community and city, nature and skills. Cultural groups show social topics widely discussed at home and abroad: urbanization, ecological protection, nature and technology, art popularization and so on. Cultural groups are active and multidimensional in the form of aesthetic education for teenagers. The performances of art groups and the exhibitions of works of various art associations can inspire and cultivate teenagers' advanced and diverse aesthetic concepts and values. Parents and teachers should actively encourage students to actually participate in interested art groups, gradually become interested in turning into specialties or majors, and truly master 1-2 artistic specialties.

2.5 Natural environment+collecting wind and sketching

Nature can nourish, infiltrate and delight the young people's spiritual world. Taking a tour in the natural environment and sketching is the key point of youth art teaching, an important step to train students' art practice ability, and also plays an irreplaceable role in other teaching forms. Through the guidance of students' sketch creation, teachers can train students to be good at understanding the world with the eyes of truth, goodness and beauty, and make art analysis and practical thinking from

diversified aesthetic perspectives, so as to enhance students' aesthetic quality and achieve aesthetic education. Teachers should not only focus on improving students' observation ability and imagination, but also emphasize students' individual aesthetic, advocate and respect students' unique aesthetic perspective to observe and interpret nature, and achieve subjective and self-aesthetic expression, so as to cultivate students' innovative quality with individual aesthetic tendency.

3. The positive influence of Nantong's local artistic and cultural resources on teenagers' aesthetic education

The construction of local artistic and cultural memory is a new idea for teenagers' aesthetic education and the promotion of teenagers' artistic accomplishment. The memory of Nantong youth's local culture is constructed from intangible cultural heritage, local artistic and cultural celebrities, public art places, art groups, natural environment and other categories, and the aesthetic education context which refers to the past, is based on the present and faces the future is recreated from the cultural time and space, which enriches the content of Nantong youth's aesthetic education and provides a new way for Nantong youth to creatively inherit and develop Nantong's excellent local traditional art culture.

3.1 Establish the cultural confidence of Nantong teenagers in local art.

Through the study, participation and practice of local art resources, teenagers can gradually realize the deep-seated charm of hometown art culture and realize the unique beauty and value of local art culture. Including understanding the importance of innovative inheritance of intangible cultural heritage, appreciating the fertile land of hometown, which has bred a large number of influential artists, feeling the historical significance and value of Nantong Museum and Music Society, and appreciating the unique Jiangfeng Haiyun of hometown. These local artistic and cultural resources have greatly stimulated the feelings of young people who love their hometown and are proud of it, and formed their self-confidence in their hometown art and culture.

3.2 Open up the aesthetic perspective of Nantong teenagers with local characteristics.

When we have a deep understanding of the types and characteristics of local art and culture, and recognize the positive and deep-seated value of the essence of local art and culture, when teenagers are creating art, their starting point can be around a certain perspective of Nantong fine arts, exploring and excavating the generations' life, productive labor, artistic creation and spiritual pursuit of people in their hometown, thus forming their own unique aesthetic perspective and system.

3.3 Promote the confident and open artistic feelings of Nantong teenagers.

Only on the basis of self-artistic and cultural identity can we accept and absorb other artistic cultures with more attitude. The aesthetic ability of Nantong teenagers is nurtured and cultivated by the artistic and cultural resources around them. Through deep cognition, understanding and recognition of the rich artistic and cultural resources in their hometown, the understanding and recognition of the hometown art culture is the center of the circle, and from point to point, from shallow to deep, the local and national art culture is inherited and carried forward, so that they can form a "harmonious but different" aesthetic view, improve their ability to discover, feel and create beauty, and develop confident and open artistic feelings.

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