

International Journal Fine Arts and Creative Innovation

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International Journal Fine Arts and Creative Innovation **Volume 1, No 1 January – April 2024**

International Journal Fine Arts and Creative Innovation are created to promote and support the dissemination of work to faculty members, academics, researchers, students, and the general public. Artists and art enthusiasts around the world have the opportunity to publish academic works and research covering all types of creative arts, invention, innovation, product innovation, innovative artistic processes, educational innovations, and more.

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International Journal Fine Arts and Creative Innovation has a policy of supporting researchers, academics, faculty, and students both internally and externally. It serves as a platform for exchanging academic knowledge, research, and creative work. It provides a space for expressing opinions, debates, and criticisms regarding art and culture. Innovations in various sciences bring benefits to the public in various areas, including:

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The editorial team follows a process for creating the journal, starting from receiving articles and proceeding through a thorough screening. The team selects experts with knowledge and expertise in each field to review the articles. This is the main standard criterion for requesting certification. The articles in this journal are diverse and comprehensive, which is one of the important goals of preparing academic journals.

The editorial department is willing to receive research articles and academic articles in the fields of visual arts and innovation to disseminate to educational institutions and others in the future. The editorial team thanks all those who submitted articles. Copyright of the articles belongs to the authors and Shinawatra University and is reserved by law. We also thank all the experts who sacrificed their time to review and provide suggestions that will be useful in developing and improving the journal for even greater quality in the future.

With kind regards,

Asst. Prof. Dr. Kasemrat Wiwitarakulkasem
Editor-in-chief

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THE DESIGN OF CHARACTERISTIC OF CHINESE CARTOON

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Abstract

The purpose of this research is to study favorite of audiences in the character of Chinese cartoon and to design the Characteristic Chinese cartoon. The research has analyzed development, innovation, character of present Chinese in order to understand the Chinese cartoon industry of China for further development. The first step of this research is to analyze potential of development and currently problem, and the second step is to study cultural characteristics of Chinese and its position in the market in order to set up means of development. The process of this research consists of 2 methods as 1 by questionnaire survey and 2 by interviewing. The outcome of this research reveals that: 1) The cultural characteristics of Chinese cartoon are the integration of traditional cultural elements and modern innovation, showing deep historical heritage and unique artistic style. 2) Chinese market is the integration of influence from international innovation and traditional culture 3) To formulate guidelines for the development of Chinese cartoon, formulate guidelines that encourage innovation, promote diversity and focus on international cooperation, and promote the development of China cartoon industry to a more positive, diversified and influential direction on the world stage. The outcome of research to favorite of sample audiences revealed that teenagers prefer Chinese cartoon with depth emotional expression, sci-fi adventure, young adults prefer Chinese cartoon of unique style which reflects profound thinking and literary character, people of middle age and above prefer Chinese cartoon with nostalgic style with character that give positive emotion for their works. The information which obtained from the research was used in designing the Chinese cartoon with designed character which is a guideline in further developing the Chinese cartoon industry of China.

Keywords : Chinese cartoon design, Character of Chinese cartoon, Innovation and culture

Introduction

Research on “The Design of characteristic of Chinese Cartoon” start by the idea of how can improve the character of Chinese cartoon.

This chapter starts with background information, problem statement, research questions, research objectives, research scope, research methods, timetable, research definition, expected research benefits, and conceptual framework. The background information describes the current situation of Chinese cartoon and why we need to develop Chinese cartoon, and a clear understanding of these can provide help for subsequent research. The problem statement proposes how we can strike a balance between the preservation and innovation of traditional Chinese culture to meet the needs of different audiences. According to the statement of the problem, two research questions are raised. First, how to strike a balance between the creation and innovation of Chinese culture and meet the needs of different audiences? Second, when designing Chinese cartoon characters, how to create attractive and influential cartoon characters? According to the research questions, two research objectives are confirmed: first, to study the needs of different audiences for Chinese cartoon characters; second, the designs of Chinese cartoon characters are based on Chinese traditions and culture. Variables are divided into independent variables and dependent variables. Population and samples are selected from the research scope, and population samples of different ages are selected to provide more

accurate support for the research data. Research methods: Literature review and analysis, investigation, content analysis, comparative study. The schedule is arranged according to the research content to be done at different stages. Research definitions write about the innovation and creation of cartoon, the integration and creativity of traditional cultures, audience changes and marketing strategies, the application of technology and cross-media expansion, legal, commercial and copyright issues, international cooperation and influence. Expected research benefits include understanding industry trends, promoting innovation and creativity, cultural inheritance and innovative integration, meeting the needs of diverse audiences, expanding business value and market impact, enhancing domestic cultural confidence, increasing international influence, and providing references for policy formulation.

Literature Review

The literature review of "The Design of characteristic of Chinese Cartoon" should be as follows:

In this chapter, the characters in Chinese cartoon, the cultural integration and inheritance of Chinese cartoon innovation, the innovation and development of cartoon technology, the application in movies, TV games and other fields, the impact of cartoon on education and society, the cultivation of innovative talents and industrial development, and the prospect of technological innovation and related research are discussed.



Fig. 1. From the cartoon "Pig Eating Watermelon", Scriptwriter Bao Lei, (1958)

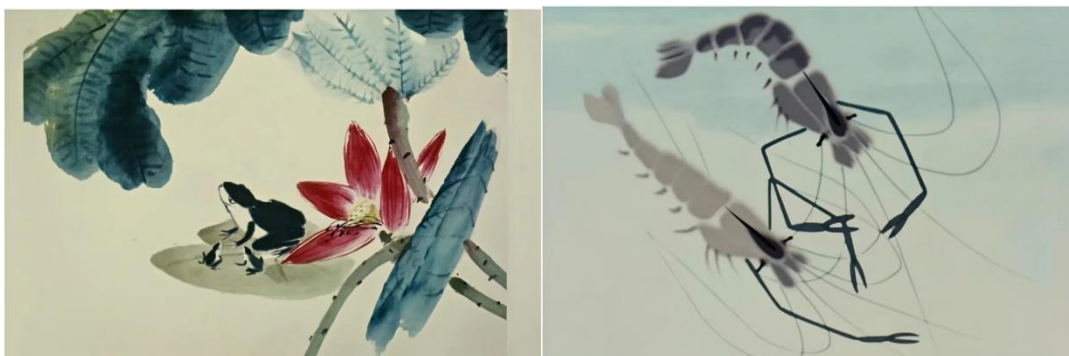


Fig. 2. From the cartoon Little Tadpoles Looking for their mother, based on the fairy tale of the same name created by Fang Huizhen and Sheng Lude (1960)



Fig. 3. From the cartoon Clever Duck, Zheguang Yu,(1960)



Fig. 4. From the cartoon Uproar in Heaven, Laiming Wan,(1965)

Relevant research:

- Liu Zhen & Yin Na, (2024). Inheritance and Fusion: A Brief Discussion on the symbolic construction of Meaning in contemporary Chinese Animated Films. *Journal of Culture* (01),71-74.
- Yang Teng-xiao. (2024). Chinese cartoon: New Expression of Traditional Culture. *Cultural Industry* (01),111-113.
- Chen Ying. (2020). Inheritance and Innovation of National Culture in Chinese cartoon. *Journal of Luliang Institute of Education* (01),161-162.
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Research Methodology

The research method applied for gather data in order to answer the research question for this study. The chapter covers design of the study, development experimental treatment, data collection procedures, data analysis procedures, method of verification.

The study aims to explore the balance between creativity and innovation in Chinese cartoons and investigate the needs of different audiences for Chinese cartoon. Through the integration of traditional and modern elements, as well as diversified forms of creation, the combination of cultural inheritance and innovation can be achieved to meet the needs of diverse audiences and promote the development of China's cartoon industry. Data types include social survey data, marketing data, cartoon data, and cultural data. Social survey data collected opinions and suggestions on the innovation and development of Chinese cartoon, marketing

data analyzed the publicity strategy and box office of cartoon works, cartoon production data revealed the production process and resource investment, and cultural data covered the application of traditional Chinese cultural elements in cartoon and the transmission of cultural values. The research scope covers teachers of different ages and freshmen majoring in cartoon design in Fuzhou Software Vocational and Technical College. Research focuses on the impact of technical innovation, visual style, content themes on cartoon, and audience responses to artistic style, plot design, and emotional expression. This paper adopts questionnaire survey as research tool and inserts questionnaire form. The study uses social survey, marketing and cartoon data to draw conclusions through quantitative and comparative analysis. Balance traditional culture and innovation, cultivate creative talents, promote traditional culture education, diversify creative forms, use social media interaction, organize cultural events, optimize marketing strategies, and promote cross-cultural communication.

Data Analysis Result

In scientific research, researchers often use questionnaires and interviews as research tools to collect data. Questionnaires can help researchers understand the views, attitudes, behaviors and other information of the respondents, providing important data support for the research, while interviews are a method of collecting original data and information, and researchers can obtain their views, experiences, attitudes, beliefs and so on by communicating with the interviewees. This data and information can help researchers answer research questions, test hypotheses, or discover new ideas and trends.

For descriptive analysis, the resulting data showed that the gender distribution of the sample showed slightly more women than men, but was generally more balanced. This shows that both men and women have shown a strong interest in exploring the level of design and innovation in Chinese cartoon. The questionnaire survey data shows that the number of people aged 18-24 is the largest, accounting for more than half, reflecting the high attention of contemporary young people to Chinese cartoon. Other age groups, though smaller, also showed interest in and engagement with Chinese cartoon, indicating the broad appeal of the topic. By occupation, students have a strong interest in Chinese cartoon, accounting for 60% of the survey sample, and teachers participate in 40%, reflecting a shared concern among teachers and students to explore this field of cartoon. Regarding the balance between creativity and innovation of Chinese cartoon characters, the data showed that students and teachers who participated in the survey generally agreed that the two should be combined. There are also different views presented. Firstly, good cartoon characters are the product of creativity and innovation. Secondly, innovation is not to subvert tradition, but to seek new development on the basis of inheritance. Finally, the balance between innovation and creativity will be different for different audiences. The survey on how to achieve the long-term development of Chinese cartoon shows that the long-term development of Chinese cartoon needs to focus on creativity, the integration of traditional culture, the application of emerging technologies and the expansion of cross-border cooperation. These aspects together constitute the basis and driving force for the sustainable development of China's cartoon industry. A survey on whether there is a lack of innovation in Chinese cartoon shows that innovation in Chinese cartoon has both progress and shortcomings. Respondents generally believe that Chinese cartoon needs to continue to strengthen its competitiveness with international cartoon, while focusing on the transformation and application of market demand and innovation results to promote the sustainable development of China's cartoon industry. Through exchanges with cartoon industry professionals, the following points can be drawn about the development trends and changes in China's cartoon industry: In recent years, China's cartoon industry has made remarkable progress, thanks to factors such as policy support, technological innovation and international

cooperation. The quality of cartoon works continues to improve, a large number of high-quality original works emerge, especially the rise of online cartoon and online platforms to inject new vitality into the industry.

The status and influence of Chinese cartoon on the international stage has gradually increased, mainly due to the implementation of policy support and industrial development planning. The combination of technological innovation and traditional culture is an important feature of China's cartoon industry. The rise of online platforms has promoted the development of online cartoon, making cartoon content more diverse and introducing more advanced production techniques and special effects. The implementation of the administrative licensing system of network drama by the State Administration of Radio, Film and Television has promoted the development of the network cartoon industry, and the market operation value system has also shown a spiral upward trend.



Fig. 5. Talking and communicating with Teacher Fan



Fig. 6. Talking and communicating with Miss Li



Fig. 7. Talking and communicating with Teacher Zhang

Conclusion, Discuss results and Suggestions

The conclusions, discussions and recommendations of the researchers concerning the development of research on Chinese cartoon innovation and application: The character of Chinese cartoon, the information obtained is as follows:

Audiences have different needs for Chinese cartoon characters, including cute images, characters related to traditional Chinese culture, and characters with unique personalities and charm. This demand is influenced by factors such as audience age, occupation and preference. When designing Chinese cartoon characters, factors such as audience preferences, cultural characteristics and market demand should be comprehensively considered to create attractive and influential characters. These characters should be able to appeal to the target audience, reflect the innovation and application of Chinese cartoon, and improve the quality and influence of the works. Audience preferences vary by age and occupation. Teenagers may prefer cartoons with depth and emotional expression, while younger respondents may pay more attention to the quality and innovation of the work. Middle-aged and older respondents may be more inclined to traditional and nostalgic cartoon styles. Cartoon character design should be combined with traditional Chinese cultural elements, such as historical stories, folk customs, festival customs, etc., in order to increase the cultural connotation and national characteristics of the work, and attract more audience's attention and recognition.



Fig. 8. Examples of Chinese cartoon character designs

Design idea: According to the previous investigation, the character designed is a cute little girl image, which is in line with the audience's aesthetic. With Jasmine flower, the city flower of Fuzhou, as the background element, and the breasted buckle of traditional Chinese cheongsam as the element of dress, it conforms to the regional characteristics and combines the characteristics of traditional Chinese culture.



Fig. 9. Examples of Chinese cartoon character designs

Design ideas: Modern audiences often expect cuteness, cuteness, and humor from cute cartoon characters. They want to see lively, playful, funny cartoon characters, but also like images with unique personalities and cute expressions. Most of our usual cartoon images are mainly rabbits, cats and dogs. The reason why we choose the image of fox is that in ancient Chinese mythology, fox has always been a mysterious and ancient animal. The topic of antiquity is very consistent with the ancient city culture of Fuzhou, so we choose fox as the element of design. In the design of the fox cartoon image, its soft expression, lively action and lovely appearance can be emphasized to attract the attention and love of modern audiences. The eyebrows of the fox are also embellished with jasmine flowers, making the image of the fox look more playful.



Fig. 10. Examples of Chinese cartoon character designs

Design idea: According to the survey, the majority of the audience surveyed are teenagers, who prefer some cartoon with youthful vitality, depth and emotional expression, such as youth campus, friendship and love, growth and talent and other themes. They are also interested in exploring the unknown, sci-fi adventure and other types of cartoon. Therefore, according to the above information, the design of two youthful images. In China, both primary and middle school students and high school students in school are dominated by sports school uniforms, so two characters are designed, respectively a little boy and a little girl, wearing a modified version of sports style clothing, adding Chinese style elements on the basis of sports style. The two characters each carry a backpack, permeating with the breath of youth, representing the boys and girls on campus. The background of the design is the image of two teenagers who like adventure, so the scene combines the city streets of Fuzhou and the alleys

of the ancient city, representing the "adventure" that the two are about to embark on and the unknown journey ahead.

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THE INTEGRATION OF ARTISTIC CONCEPTS BETWEEN MODERN AND TRADITIONAL CHINESE METICULOUS PAINTING

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Abstract

The purpose of this study is to study the specific ways and methods of integrating modern meticulous painting and traditional meticulous painting and how to maintain a balance between the two. This study used quantitative and qualitative methods to investigate the opinions from art students and art teachers, analyzing the historical background, development innovation, characteristics and applications of the integration of modern meticulous painting and traditional meticulous painting, in order to understand the way to integrate modern meticulous painting with traditional meticulous painting.

The result of research reveals; integration of traditional Chinese meticulous painting and modern meticulous painting is a process of inheritance and innovation in parallel with far-reaching and multifaceted influences. From questionnaire surveys and interviews that the interviewees generally believe that this integration can inject new vitality and sense of the times into traditional meticulous painting which would make it get along with modern society while retains the traditional essence and aesthetic needs, as well as cultural trends. The key to integration is taking balance tradition and innovation into consideration. Meanwhile it has to maintain respect and inheritance of techniques and aesthetics in traditional meticulous painting, its unique cultural value and artistic characteristics; by applying means of technique in introducing themes, concepts and expression techniques of modern society, the created meticulous paintings would assist reflect living condition of modern people, emotional experiences and ideas that enhancing its sense of the times and universal appeal.

To create balance, artists has to select the subject of works and integration means with modern elements and concepts, combination of digital technology and new media to explore new forms of expression which still retains traditional techniques. The outcome of this research reveal a method to bring unique charm of meticulous traditional painting to combine with modern culture and to promote the inheritance and development of traditional art which able to stimulate the interest and participation of new generation people.

Keywords Chinese meticulous painting, Integration, Modern Chinese meticulous Painting Innovation, Artistic concepts

Introduction

In current artistic exploration, the integration of modern Chinese meticulous Painting and traditional Chinese meticulous painting style has become a significant trend. meticulous a traditional painting style that pays attention to detail and exquisite technique, has historically been known for its intricate details and vivid colors depicting narrative scenes. This style usually focuses on themes such as flowers and birds, figures and landscapes, and is traditionally biased towards showing aristocratic and elegant life. This study aims to explore how meticulous painting can achieve integration and innovation with modern social structure, cultural development and ideological concepts in the context of modern social concepts and cultural changes.

By analyzing how this artistic style absorbs and reflects the changes in modern society, this article explores how meticulous painting inherits tradition while expressing modern themes

and concepts through innovative techniques. The research will also cover how cultural diversity in modern society affects the expression form and theme selection of meticulous painting, and how these changes promote the further development and deepening of meticulous painting art.

This kind of artistic practice is not only the inheritance of tradition, but also the pursuit of innovation. It reflects how artists introduce innovative elements to reflect the diversity and complexity of contemporary society on the basis of respecting tradition. Through this study, we can gain a deeper understanding of the active role and significance of cultural heritage in modern society, and how art serves as a bridge between the past and present, East and West.

Literature Reviews

The literature review chapter of this study comprehensively explores the evolution of traditional Chinese meticulous painting and its integration with modern concepts. From the peak of the Tang Dynasty to the technical innovation of the Song Dynasty, to the impact of social and cultural changes on the subject matter in the 20th century, the literature records the development and changes of meticulous painting in different historical stages. In addition, this chapter also focuses on the diverse theme selection and changes in aesthetic concepts of meticulous painting in modern society, as well as the application of modern technology in traditional art forms.

Although existing research has provided an in-depth understanding of meticulous painting techniques, aesthetics, and its cultural value, there are several significant research gaps. First, the existing literature has not fully explored the views of contemporary art college students on the integration of Chinese meticulous painting and modern concepts. This group of people may have unique insights into the modern significance and future direction of meticulous painting, and their perspective is crucial to understanding and predicting the development trend of meticulous painting.

Second, there is insufficient analysis of specific case studies of how specific artists blended traditional and modern elements into meticulous paintings' practical and theoretical contributions. Research and discussions with these artists will help reveal the innovative paths of modern meticulous painting in terms of artistic expression and technical techniques.

This study aims to fill these gaps by collecting data using both quantitative and qualitative methods to provide a more comprehensive perspective on how Chinese meticulous painting adapts to and reflects changes in modern society. This includes surveying contemporary art students' perceptions, analyzing how they combine meticulous painting with modern art concepts in their creative practices, and in-depth case studies of specific artists' works to explore how they maintain the essence of their techniques while introducing innovative elements. enrich this traditional art form

Relevant Research

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Research Methodology

This chapter contains the research methods used to collect data to answer the research questions of this study. This chapter covers the design of the study, development of experimental treatments, data collection procedures, and data analysis procedures. Authentication method.

In the process of studying the influence of the integration of modern Chinese meticulous Painting and traditional Chinese fine brushwork, the researcher used text analysis, questionnaires and interviews. First, the researcher determined the theme and goal of the research, focusing on analyzing the integration process of Modern Chinese meticulous Painting and traditional meticulous painting and its impact on artistic creation, audience experience and cultural inheritance. Then the scope of the research and the type of data required were determined. The scope of the research was students of different grades majoring in painting in the School of Art, Entrepreneurship College of Inner Mongolia University. (The reason for choosing students from different grades in the painting major of the School of Art is that students in the School of Art master basic art knowledge and techniques and are professional in investigation. The reason for choosing the painting major is that traditional Chinese meticulous painting is a subject of the painting major), the sample is Inner Mongolia There are a total of 400 people in 8 classes of different grades in the painting major of the School of Art of the University Entrepreneurship College. 25 people (25*8=200 people) and five teachers are selected from each class. The data types include art work data, historical document data and social survey data. The research tools were text analysis, student questionnaires and interviews, and statistical methods and qualitative analysis were used to interpret the data and answer the research questions. Finally, the researchers drew conclusions about cultural integration, artistic innovation and inheritance development, and put forward suggestions on respecting tradition, cultural education, etc. Through the comprehensive application of these methods and techniques, researchers have deeply explored various aspects of the integration of Modern Chinese meticulous Painting and traditional Chinese meticulous painting, providing useful insights and suggestions for the development of the art world and cultural fields.

Results

Questionnaire Summary

The analysis of the questionnaire provided a thorough understanding of university art majors' attitudes, perceptions, and practices concerning the fusion of Modern Chinese meticulous Painting with traditional Chinese meticulous painting. It highlighted the slightly higher interest among first-year students compared to sophomores, with females exhibiting a stronger inclination toward integration. Traditional Chinese painting majors showed the greatest interest, followed by oil painting and art education majors. The internet, art exhibitions, and academic seminars were preferred channels for learning about art. Most students had either attempted or contemplated incorporating Modern Chinese meticulous Painting into meticulous painting, recognizing the potential impacts of globalization, diversification, technology, and environmental awareness. They acknowledged the cultural, aesthetic, and self-cultivation values of meticulous painting and emphasized the importance of preserving traditional techniques while incorporating modern aesthetics. Challenges included market acceptance and conceptual conflicts, with suggestions for better promotion through integration with modern

art forms, online platforms, education enhancement, and exhibition activities. Statistical analyses confirmed the reliability and validity of the data, underscoring the significance of this research in advancing the understanding and practice of integrating Modern Chinese meticulous Painting with traditional meticulous painting in contemporary art discourse.

Interview summary.

Interviews with five art teachers provide valuable insights into the fusion of Modern Chinese meticulous Painting and traditional Chinese meticulous painting. Across all interviews, interviewees agreed on the positive impact of combining Modern Chinese meticulous Painting with traditional meticulous painting, with interviewees noting that it has breathed new life and relevance into the traditional art form, attracting a wider audience, especially young generation.

All interviewees recognized the irreversible trend of integrating traditional meticulous painting with modern social concepts and emphasized the need to adapt to changing social norms and aesthetic preferences. They are optimistic about the future of this convergence, foreseeing innovative and contemporary work that resonates with modern audiences.

In terms of integration methods, interviewees focused on themes, expression techniques, and artistic styles. They suggest incorporating modern themes into traditional creations.

The interviews highlighted the importance of combining modern Chinese meticulous Painting with traditional meticulous painting to ensure its continued relevance and appeal in modern society.

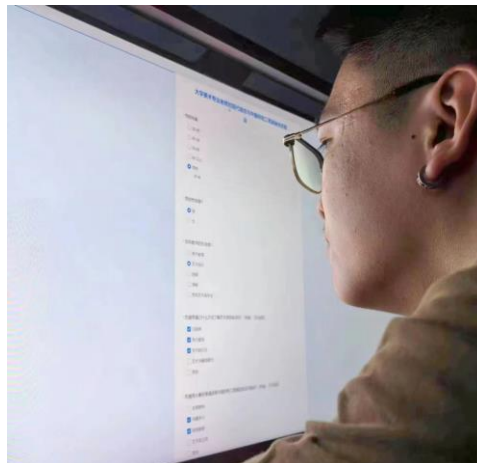


Fig. 1. 23 Student Li filled out the questionnaire.



Fig. 2. Exclusive interview with Liu Rong at the Entrepreneurship School of Inner Mongolia University on September 18, 2023

Conclusion and Recommendation

Conclusion 1 : The researcher can see that the integration of modern Chinese meticulous Painting and traditional Chinese meticulous painting shows a variety of forms and methods, which is specifically reflected in several main aspects. First of all, through interviews, researchers can find that the innovation of theme and content is an obvious way of integration, by introducing elements such as life scenes, social reality and individual emotions in modern society, making traditional meticulous paintings more relevant Modern people's lives and thoughts have also injected new vitality into traditional art forms. In the creation of contemporary meticulous paintings in the new century, some "new meticulous" phenomena have appeared. These works pursue expression in the form of ink and wash media and pursue the expression of the aesthetic effect of the picture. They try to break the shackles of traditional meticulous and show the unique charm of modern art. Secondly, the update of expression techniques and technology is also another way of integration, including the use of digital technology for creation, borrowing expression forms from Western painting art, and combining with contemporary art forms. These all-open new opportunities for traditional meticulous painting. In order to create a new field of expression and creative space, contemporary meticulous painting has accepted the innovative ideas of Western realistic modeling and "modern ink painting" on the basis of tradition, forming a new style of meticulous. This style not only retains the charm of traditional meticulous painting, but also incorporates elements of modern art, giving meticulous painting a new vitality. In addition, the selection of materials and the innovation of artistic styles are also important aspects of integration. By using modern materials or exploring new artistic styles, traditional meticulous painting not only maintains its unique aesthetic value, but also demonstrates Characteristics of modern art.

Conclusion 2 : the integration of traditional Chinese meticulous painting and modern Chinese meticulous Painting is a process of inheritance and innovation in parallel, with far-reaching and multifaceted influences. It can be seen from the questionnaire survey and interviews that the interviewees generally believe that this integration can inject new vitality and sense of the times into traditional meticulous painting, making it more in line with modern society while retaining the traditional essence. aesthetic needs and cultural trends. The key to integration lies in how to balance tradition and innovation. On the one hand, we should maintain respect and inheritance for the techniques and aesthetics of traditional meticulous painting, and retain its unique cultural value and artistic characteristics; on the other hand, by introducing themes, concepts and expression techniques of modern society, we should make meticulous paintings reflect modern people living conditions, emotional experiences and ideas,

thereby enhancing its sense of the times and universal appeal. In order to achieve this balance, artists can innovate subject selection, integrate modern elements and concepts, and even combine digital technology and new media to explore new forms of expression while retaining traditional techniques. In this way, it can not only ensure the traditional charm of meticulous painting, but also make it an important carrier to convey modern culture and ideas, promote the inheritance and development of traditional art, and stimulate the interest and participation of more young people.

Recommendation

1. Respect tradition

1.1 Maintain the inheritance of techniques and spirit: When integrating modern elements, artists should retain the basic techniques and spirit of meticulous painting. This includes the mastery of line, the use of color, and the traditional rules of composition. This respect is not only reflected in techniques, but also in conveying traditional cultural values and philosophical concepts.

1.2 Balance innovation and inheritance: When artists innovate, they need to find a balance so that their works can not only show the characteristics of modern aesthetics, but also retain the charm and artistic conception of traditional meticulous paintings. This requires artists to have a deep understanding and respect for traditional meticulous painting.

2. Culture and education

2.1 The role of art education: Art education should emphasize the study of traditional art and the exploration of modern creation, helping students understand the connections and differences between tradition and modernity. Educators can allow students to experience and understand this integration process through case studies, workshops, and practical projects.

2.2 Popularization and appreciation by the public: Through exhibitions, lectures, media and online platforms, convey to the public the meaning and value of artistic works that combine traditional meticulous painting with modern concepts. This can help the public better understand the culture and creative process behind these works and enhance their sense of cultural identity and aesthetic appreciation.

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ENHANCING PARTICIPATION IN HIGH SCHOOL ARTS EDUCATION IN GUIYANG, CHINA

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Abstract

The purpose of this paper is to explore how to enhance the participation of art education in high school. With the continuous development of society and the implementation of the reform of college entrance examination, the importance of art education in senior high school has become increasingly prominent. However, at present, there is a problem that students' participation in art courses is not high. This paper suggests several ways to enhance engagement: increasing classroom interaction formats, such as group discussions and collaborative projects; offering a rich variety of art courses to meet students' interests and needs; introducing new technologies and media, such as virtual reality and digital art, to attract students' attention; and providing opportunities for students to participate in art activities, such as school exhibitions and cultural festivals. By taking these measures, we can effectively improve the participation of high school art education, stimulate students' creativity and artistic potential, and cultivate their interest and love for art.

Keywords: High school, Art Education, Enhancing

Introduction

Since the 21st century, the maturity of technology and the rapid development of the economy have made it extremely easy for young people to feel lost and anxious about their future. This problem is essentially a reflection on life. Art education, as an important way to help young people establish their thinking ability, cognitive structure, and values, can cultivate their aesthetic ability, creativity, expression ability, and critical thinking ability, Thus improving the comprehensive quality and innovative ability of students, laying a foundation for their future learning and work.

As an extension of compulsory education, the high school stage bears more important and in-depth responsibilities. Therefore, based on improving the participation of art education in high schools in China, this article proposes a study on "strengthening the participation of art education in high schools in Guiyang, China", providing reference for the cultivation of innovative talents and the comprehensive improvement of national humanistic literacy.

Literature Review

High School art education is divided into several subjects that play different roles in practice. This literature review examines several academic articles exploring the field of high school art education. Specifically, the analyses included Chen Xinhuang (2017); Zhou Yiqiang, (2012); and Shi Jie (2020) , which provided their own diverse insights.

1.Chen Xinhuang (2017) Exploration of Tao Xingzhi's Art Education Practice. Shanghai Theatre Academy : The uniqueness of art education makes art education unique, which can not be replaced by other education. From art, students can get knowledge, beliefs and values about ourselves and the world. The experience and significance of these knowledge and viewpoints can not be provided and replaced by any other discipline, so art education is an indispensable and important part of school quality education. It plays an important role in the implementation of quality education, and art education has the function of cultivating students'

good ideological quality. The things reflected by excellent works of art are usually artistically processed by the author to make the prototype of life more vivid and typical, so as to make the essence of things more real.

My view of the scholar's findings is that through art, students can gain knowledge, beliefs, and values about ourselves and the world. The experience and significance of such knowledge and ideas can not be provided and replaced by any other discipline, which shows the uniqueness of art education.

2. Zhou Yiqiang (2012) The Importance of Strengthening the Cultivation of Humanistic Spirit in High School Art Education. *Time Education (Education and Teaching)*, (10): 65 : Art education also contributes to the emotional regulation and mental health of high school students. Adolescence is a period of great emotional ups and downs, and students often face pressure and challenges. Art education provides an outlet for students to vent their emotions and regulate their emotions through creation. Art forms such as painting, music and dance can help students express their inner feelings and find ways to vent their stress. Studies have shown that participation in art activities can improve students' emotional state, reduce the degree of anxiety and depression, and improve their mental health.

Zhou Yiqiang's insights are particularly relevant because he reinforces the idea that art education also contributes to emotional regulation and mental health among middle school students.

3. Shi Jie (2020) Current Situation and Countermeasures of Art Education in Middle Schools. *Wenli Navigation (Mid-Autumn)*, (10): 72-73: The evaluation system to promote the all-round development of students has not been effectively implemented, and students' academic performance is still the main basis for evaluating the development of students and the quality of school running. As a non-college entrance examination subject, the new art curriculum in high school is in a very secondary position in the minds of schools, teachers, students and parents. Because the general college entrance examination system has not changed much, the enrollment rate will remain the theme for a long time.

The academic performance of the students is still the main basis for evaluating student development and the quality of running a school. This problem is one of the main reasons that restrict the expansion of high school art curriculum

In the conclusion: In recent years, the research on improving the participation of art education in senior high school is an important issue in the field of education. With the social recognition of the value of art education, more and more scholars and educators begin to pay attention to how to effectively improve the interest and participation of high school students in art education. The importance of promoting the participation of high school art education is self-evident. Art education can not only cultivate students' aesthetic ability and creativity, but also help to improve students' comprehensive quality and competitiveness. However, the participation of high school students in art education is generally low, which limits the development and effect of art education to a certain extent. To sum up, enhancing participation in arts education at senior secondary level is a system engineering that requires concerted efforts from various parties. Future research can further explore how to effectively combine these strategies and methods to form a complete and operational lifting scheme. At the same time, with the deepening of educational reform and the increasing demand for art education, I believe that the participation of art education in senior high school will be further enhanced.

Research Methodology

Using comprehensive research methods such as literature study, questionnaire survey, CASE study and data analysis, this paper analyzes the attitudes of teachers and students in a middle school in Guiyang with regard to the low level of participation in the art curriculum,

through the existing literature summary and specific analysis of the specific problems of the differences in the treatment of the main causes of problems and solutions

The purpose of studying the issue of student engagement in high school art courses is to gain insight into student performance and engagement in the art classroom in order to provide teachers and schools with effective instructional guidance and suggestions for improvement. First of all, art courses are of great significance to the development and growth of students. Art education can cultivate students' creativity, imagination, expressive ability and aesthetic consciousness, and has a positive impact on students' cognitive, emotional and social abilities. Therefore, understanding students' participation in the art classroom can help teachers better meet students' learning needs, stimulate students' learning motivation, and improve teaching effectiveness. Secondly, the participation of students in high school art courses is closely related to academic performance and academic development. Studying student engagement can help teachers understand students' learning attitudes, learning styles and learning difficulties in the classroom, and provide a basis for personalized education. At the same time, the evaluation and assessment methods of art courses are usually special, different from the traditional written examination and written homework, and the study of students' participation can also provide a reference for evaluating and monitoring students' learning progress. Finally, the study of students' participation in high school art courses can also provide feedback for classroom teaching improvement and curriculum design. Understanding the participation of students can help teachers find problems and shortcomings in teaching, so as to adjust teaching strategies and methods. At the same time, it can also provide guidance for curriculum design, design more interesting and attractive art learning activities, and improve students' participation and learning effect. Therefore, the specific study of students' participation in high school art curriculum is helpful to promote students' art learning and all-round development, and improve the quality of teaching and education.

Through literature collection and analysis, some problems and improvement methods to improve the participation of high school students in art classes are obtained. Through questionnaires, case studies and data analysis, specific feedback from teachers and students in high schools is collected, and real participation in art courses is obtained. The research questions identified the following three areas: What are the reasons for the decline in student participation in art courses? What is the impact of declining participation on students' creative development and general abilities? What are the teaching methods and curriculum designs that help to revive high school students' interest in art education? Through the analysis and research of specific problems, we can get the final solution through the school, teachers and students.

Data Analysis Results

The main data comes from the real feedback of art course teachers and students in Guiyang No.2 Middle School, Guizhou Province, China. Through questionnaires and some interviews, including before class, during class, after class and the real feelings of art course, teachers and students can get the evaluation of art course. The secondary data mainly come from published papers, including the development of art curriculum in high school, the problems in music, art and calligraphy curriculum and the proposed solutions.

Population: The target population of this study is high school students from a middle school in Guiyang City, China. The population for this study was divided into the following three groups:

1) There are 157 teachers in total, including 57 in Grade One, 50 in Grade Two and 50 in Grade Three.

2) Guiyang No.2 Middle School students in Grade One, Grade Two and Grade Three = 1959, including 677 students in Grade One, 659 students in Grade Two and 623 students in Grade Three.

Sample: Students from two classes of each of the three age groups in Guiyang No.2 Middle School, China.

1) There are 57 teachers in total, including 20 in Grade One, 18 in Grade Two and 19 in Grade Three.

2) A total of 857 students, including 456 students in Grade One, 301 students in Grade Two and 100 students in Grade Three, were selected by systematic random sampling from the schools of Grade One, Grade Two and Grade Three.

Count the class attendance of each student: Record the attendance of each class, track the attendance rate of students, and compare the performance differences between students with regular attendance and those with irregular attendance.

The relationship between test scores and participation: analyze the relationship between students' test scores and their participation in the classroom. We can analyze the correlation between test scores and participation to find out whether there is a positive correlation between participation and test scores.

Subdivision analysis of students' participation: students' participation can be further divided into active participation and passive participation. Active participation includes the behavior of actively participating in classroom activities such as answering questions, asking questions and completing projects, while passive participation refers to the behavior of passively accepting teaching such as listening to lectures and taking notes. By comparing the impact of these two ways of participation on students' learning performance, we can understand which way of participation is more conducive to students' learning progress.

The relationship between students' participation and satisfaction: To understand the relationship between students' satisfaction with the course and their participation, we can obtain students' evaluation of the course through a questionnaire survey, and make a comparative analysis with their participation, so as to determine the correlation between students' satisfaction and participation.

In data analysis, statistical analysis software (such as Excel, SPSS, etc.) Can be used to make data statistics, draw corresponding charts, and make correlation analysis and regression analysis, so as to better understand the participation data of high school art courses.

Conclusion

When collecting data, especially questionnaires and case studies, we should pay attention to the following contents.

Active participation: Actively participate in discussions in class and put forward their own opinions and views. Share your understanding and feelings about the works of art with your classmates, and promote interaction and communication.

Respect other people's opinions: respect other people's views and opinions, and be open to different opinions. Art is pluralistic, and everyone's understanding and preferences for works of art may be different, so it is important to maintain a respectful and inclusive attitude.

In-depth discussion: The topics discussed in class can be further considered and discussed. It can be studied in depth from the artist's creative background, the form of expression of his works, and the artistic style, so as to enrich his knowledge and understanding.

Ask questions: In the process of discussion, if you have doubts or need to explore a topic more deeply, you can actively ask questions. By consulting teachers and classmates, we can better understand and master art knowledge.

Cooperation and communication: cooperate and communicate with students, learn from each other and learn from each other. It is possible to organize group discussions, study and display works of art together, and think and solve problems together.

Multi-perspective thinking: In discussion and analysis, try to think from different perspectives, such as history, culture, social background, etc. By broadening the way of thinking, we can understand the connotation and expression of works of art more abundantly.

Combining the above measures, schools can effectively improve the participation of high school art education, stimulate students' enthusiasm for learning and self-expression ability, cultivate their comprehensive ability and teamwork spirit, and make art education an important support for students' growth and development.

Discussion

Improving creativity and imagination: Art courses can cultivate students' creativity and imagination, and help them develop their unique way of thinking in the process of artistic creation by creating and expressing their ideas.

Enhance aesthetic ability: Art courses can help students develop aesthetic ability, improve the ability to perceive and understand works of art, apply this ability to life, and better appreciate and understand beauty.

Enhance the ability of emotional expression and emotional management: Art courses can provide students with a way to express their emotions and emotions, release their inner pressure through painting, music, dance and other forms, and cultivate the ability of emotional expression and emotional management.

Cultivating teamwork and communication skills: Art courses usually involve cooperation and collaboration, and students need to cooperate with others to complete art projects, which cultivates students' teamwork and communication skills, and cultivates students' collective concept and team consciousness.

Enhance self-confidence and self-identity: Art courses encourage students to express their views and ideas, show their talents and personality through works of art, enhance self-confidence and self-identity, and help students establish a positive self-image.

Generally speaking, participating in art courses is of great significance to the development of senior high school students, not only to cultivate their artistic skills, but also to improve their comprehensive quality and personal development.

Suggestions

On the basis of analyzing the main problems existing in the teaching of art course in senior high school, this paper puts forward some concrete optimization paths: solving the problem of declining participation degree of art education of senior high school students in China, this can be achieved through three aspects: first, school infrastructure construction and school policy support; second, teachers' sharing of diverse curriculum content and good role models; Third, the cross-discipline improvement of students' self-regulated learning consciousness.

Firstly, Schools can build classrooms and studios dedicated to art education, including painting rooms, sculpture rooms, photography studios, etc., to ensure that students have a good creative environment. Invest in facilities and equipment such as music rooms, stage theaters, and dance studios to support students' learning and performance in music and performing arts. Provide good equipment and tools required for art education, such as painting materials, musical instruments, stage lighting, etc., to ensure that students have good conditions for creation and performance.

Secondly, Interdisciplinary integration: Design interdisciplinary art courses, combine literature, history, science and other disciplines to expand students' artistic vision and knowledge. Practical experience: Organize field trips, art workshops and other practical activities to allow students to experience the process of art creation and improve their practical ability and creative skills. Introduce cutting-edge trends: pay attention to the cutting-edge trends and development trends in the field of art, update the course content, introduce new art forms and media, and stimulate students' innovative thinking and desire to explore art.

Thirdly, Interdisciplinary project learning: Design interdisciplinary projects to allow students to combine the content of other disciplines in art courses, such as drawing artworks with historical backgrounds, exploring the application of scientific principles in art, etc., to stimulate students' understanding of the relevance between different disciplines. Encourage self-directed learning: Encourage students to independently explore the relevant knowledge of other disciplines outside of class, such as visiting museums, reading relevant books, watching art documentaries, etc., to deepen the connection and logical thinking between different disciplines.

Cross-discussion and sharing: Organize interdisciplinary discussion and sharing activities for students to share their learning experiences and experiences in other subject areas, so as to expand their thinking, expand their disciplinary cognition, and promote interdisciplinary self-art learning awareness.

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PRACTICAL STRATEGY TO ENHANCE CHINESE PRIMARY STUDENTS' CREATIVITY IN LEARNING ART

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Abstract

The objectives are to find the practical strategy to enhance primary Chinese students' creativity in learning art and the opinions and satisfaction of primary art teachers on this practical strategy. Because of the current education system generally focuses on exam-oriented education, students learn passively, not being encouraged to use creativity, develop the personality and imagination. Researcher analyse data from the related literature, interview teachers and collect learning style data of grade 4-5 students which have their own independent thinking rapidly from Xinhua Primary School and Dongjie Primary School in Hohhot city of China.

The practical strategy from analysis are as follow: Encourage students to think freely, use modern technology such as digital art tools or online resources to expand students' creativity, stimulate students' imagination and creative thinking, encourage students to express their views on social issues through art works, organize regular visits to art galleries and exhibitions to stimulate students' desire for expression, Interact and collaborate with artists, learn art forms from different cultures, allow students to improvise in class assignments, and provide diverse artistic experiences such as music, drama, and dance. Through the implementation of this strategy, it can effectively promote the improvement of the creativity of primary school students in art learning, cultivate their style of independent thinking and innovative expression, so as to comprehensively improve their artistic quality and aesthetic style. Primary art teachers satisfy in the practical strategy.

Keywords: Practical strategy, Creativity, Learning in art, Primary Art education

Introduction

Nowadays, the art taught in primary schools in China is only some basic art knowledge, and the weekly art class is less, due to the pressure of college, the art class is seriously neglected. Classroom teaching is the main form of school education, and now the primary school art teachers basically adopt the method of "infusing" and "training". Although the students can learn according to the teacher's intention and complete the homework well, this fixed teaching mode virtually limits the students' creativity and makes the creative thinking not improve. For creativity thinking, I think that it come from the art activities under some strategy that I call practical strategy that is like approaches or methods that are effective and applicable in various situations to achieve desired outcomes. The outcome in this case means creativity of the primary students when they learning art. All of these made researcher think what approaches it should be. Therefore, it is the origin of this research.

Literature Review

The 4 issues of literature that relate to this research are 1) Creativity in learning art at primary level 2) Learning Style 3) Instructional design in learning art at Primary level 4) Learning Strategy.

Creativity in learning art at primary level: Creativity as Franken (1994) said that creativity as the tendency to generate or recognize ideas, alternatives, or possibilities that may

be useful in solving problems, communicating with others, and entertaining ourselves and others. It is a psychological quality necessary for the successful completion of certain creative activities (Franken, R.E.,1994). and important to art activities in generating new ideas, discover and create new things. Consistent with the concept of Csikszentmihalyi (1997) told the way that creativity can happen in the case of persons who express unusual thoughts, who are interesting and stimulating - in short, people who appear to unusually bright. Or People who experience the world in novel and original ways (Csikszentmihalyi, M., 1997) These are individuals whose perceptions are fresh, whose judgements are insightful, who may make important discoveries that only they know about like the meaning of creativity that Vygotsky (1967) said it is an active process that required skill as well as specific understanding of the contexts in which creativity is being applied which I agree that is the style in doing new things, following by creative thinking which is an internal thought process. Creative thinking divided in 4 categories, as follow (Vygotsky, 1967):

Originality means the style to generate ideas, works or solutions that are different, innovative and unique.

Fluency means the flow and coherence of creative thinking and action allows ideas to flow naturally without mental barriers.

Flexibility means think about problems in a variety of ways, explore solutions, and adapt and change your approach as situations or needs change.

Elaboration means attention to detail and depth, as well as refinement and refinement of ideas or ideas.

These four elements of creative thinking can help art teachers do something for students follow these to be creativity, students will be expertise, style to think creativity and work together to achieve creativity by motivation. Factors affected creativity in person or students should be these 3 factors (Furnham & Safiullina, 2010), the first factor is Knowledge, rich knowledge is the source of creativity, only on the basis of rich knowledge experience, our brain can Blossoms of wisdom, bear the fruit of creation. The second factor is Intelligence, creativity is not only a part of intelligence, and is the highest level of intelligence. Soviet scholars and most Western scholars generally held this view. The third factor is *Personality*: psychologists have found that generally, creating personality had a huge impact on creative thinking and creative, it is generally believed creativity than intelligence in a larger extent, depends on the personality factors. However, Aambile (2012) show that the style to think of new things for students requires important elements to push or encourage them consist of expertise (in technical, procedural and intellectual knowledge), creative thinking skill (how flexibly and imaginatively people approach problem) and motivation (intrinsic motivation is more effective than extrinsic motivation). These three elements must work together to achieve creativity and have impact of learning art in primary level on creativity.

Learning style: The ways and methods that individuals tend to learn, including their preferences for information reception, processing, and memory. Common learning style include visual style, auditory style and kinesthetic style. Visual style: In art learning, visual learners may be more inclined to learn by observing and appreciating artworks, colours, and shapes. They may prefer to understand and express their ideas through drawing, drawing, or looking at images. Auditory style: Auditory learners may be more inclined to understand and express art through music, sound effects or oral explanations. They may prefer to learn and understand artistic concepts through music creation, listening to discussions, or explanatory art lectures. Kinesthetic style: In art learning, kinesthetic learners may prefer to learn and understand through kinesthetic artistic activities, such as sculpture, pottery, or crafts. They tend to express and understand the concept of art by making, manipulating and experiencing it themselves

Instructional design in learning art at Primary level: Passive learning and active learning are the two Instructional designs in learning art. Students only receive and digest the information provided by teachers, but do not actively participate in the learning process, lack of initiative and creativity. This may be manifested as that students just passively listen to the lecture and imitate the teacher's demonstration, and lack independent thinking, creative expression and independent exploration. Passive learning may limit students' development and creativity. Teachers can set up a series of stimulating questions, discussion topics or art projects to encourage students to put forward their own ideas, opinions and creativity, and promote students' active participation and expression. While active learning refers to the situation that students actively participate in and control the learning process. This way of learning focuses on students' initiative, participation and creativity, allowing students to explore, think, express and solve problems independently under the guidance of teachers. Teachers create an environment that encourages students to learn and express themselves, provide a variety of art materials and resources, and give space to be creative.

Learning Strategy: The operations and actions that students use in order to optimize the processes of obtaining and storing information and course concepts and framework is a useful tool for conceptualizing a learning and development strategy. Teachers guide students through observation, thinking, discussion and other ways to stimulate interest, provide students with rich practical opportunities, let them hands-on painting, sculpture, handicraft and other artistic creation. This helps develop their skills and creativity. One of the learning strategies such as Hattie & Donoghue (2016) proposed the model describes three inputs (skill, will and thrill) and three outcomes within the success criteria (surface, deep and transfer) and an acquiring and consolidation phase within each of the surface and deep phases. It is important to look at specific strategies within each phase of the model (Hattie, J & Donoghue, G.M., 2016).

By the researches that related and support the idea in finding practical strategy that I would like to propose such as "Scientific Creativity and Artistic Creativity: Initiation Effects and Domain Impacts" research by Yi & Hu (2013) which the objective is to explore effective modes of creative stimulation through 3 initiation experiments, 1 cross-lagged design study and 2 professional background groups' analysis of scientific and artistic creative works (Xinfa, Y. & Weiping.H., 2013). Provide a scientific basis for the teaching and promotion of scientific and artistic creativity. Mi (2020) studied "The cultivation of students' imagination and creativity in junior high school art teaching", teachers can adopt different teaching methods and integrate materials from daily life into teaching, enhance students' imagination and creativity in the continuous teaching practice process, and achieve students' comprehensive development requirements (Zhigang, M., 2020). Same as Luo & Re (2020) studies "The Importance of Cultivating Students' Creativity in Primary Art Education under Core Literacy" (Qin,L. & Maiti.R., 2020), with the aim of exploring how students' creativity under core literacy researchers have found that the creativity in primary art education is indispensable in art teaching one link, but it should pay more attention to the development of primary school art education in combination with "core literacy". Thalia R. Goldstein (2016) studied "Creating Your Own World: Art and Learning" to explore how we can foster this exploration and creativity in children (Goldstein, T., 2016). Researchers have found that art can provide learning opportunities and a sense of security for play and exploration, personal development and self-confidence, leading children to gain confidence in cross-domain creativity.

All of the researches show the importance of creativity in art education in primary schools, especially that art students may show a higher level of creative thinking and design skills than science and engineering students, which is also one of the purposes of my research. In order to explore practical strategies to improve the creativity of art learning in primary

school students, I will conduct research on students in art classes. In the second study, it is mentioned that teachers can adopt different teaching methods, integrate materials from daily life into teaching, and enhance students' imagination and creativity in continuous teaching practice. I think this point is very good for me to learn, and it is a multi-faceted and continuous process to explore and develop teenagers' creativity in the field of art. Develop young people's style to think for themselves and encourage them to freely express their thoughts, emotions and opinions. I think it is also necessary to provide them with a platform to display and share their works and enhance their self-confidence.

Research Methodology

This paper focuses on the creativity and cultivation strategies in art learning of primary school students. Firstly, the definition, elements and influencing factors of creativity are summarized, with special attention to the development of creativity of primary school students aged 7-12 years, from the two primary schools are representative schools in Hohhot city of China, name Xinhua Primary School and Dongjie Primary School. Students in grade 4 and 5 develop their thinking style rapidly and they begin to have their own independent thinking. Secondly, it discusses the influence of learning art on creativity and how to stimulate the creativity of primary school students, and emphasizes the importance of learning style on the development of creativity. In the aspect of teaching design, two modes of passive learning and active learning are proposed, and the current situation of Chinese primary school students learning art is discussed. The definition and framework of learning strategies are further discussed, as well as strategies applicable to arts learning in primary schools. Finally, the paper reviews relevant researches at home and abroad to provide practical strategies for improving the creativity of Chinese primary school students' art learning.

The research methods include questionnaires, teacher and student interviews and a research tool by Leonard (2005). The Online Learning Styles Inventory of Primary School Students collects all data through interviews with teachers and students and data on students' learning styles. All data collected is analyzed under the supervision of the main project consultants and experts to design practical strategies. To show all the teachers' practical strategy, asked the teacher for her advice and satisfaction, data analysis of teachers' opinions and satisfaction, summarize and make overall project reports. The data analysis adopted qualitative and quantitative analysis methods to provide empirical support for the conclusion of the paper, and the impact of the research results on the art education practice of primary school students was deeply discussed, demonstrating the scientific and practical significance of the research.

Data analysis results

The data collected by the researchers was divided into three parts: the first part was teacher-student interviews; The second part is the learning style data obtained from the sample (students); The third part is the analysis of teachers' satisfaction with practical strategies. The following conclusions can be drawn from this interview: Encourage students to think freely, use digital art tools or network resources and other modern technologies to expand students' creativity, stimulate students' imagination and creative thinking, encourage students to express their views on social issues through art works, organize regular visits to art galleries and exhibitions, stimulate students' desire for expression, interact and cooperate with artists, and learn art forms of different cultures. All of the above practical strategies such as having students improvise in class assignments will help students improve their creativity in art learning.

In the analysis of students' learning styles, it is concluded that there are differences in students' learning styles, but they generally prefer visual and kinesthetic styles. There is no

significant difference in learning style between different schools and different grades. Therefore, teachers should fully consider the differences of students' learning styles in the teaching process, and adopt a variety of teaching methods and means to meet students' different learning needs.

Conclusion

The researchers summarized the results according to the study objectives as follows: To find the practical strategy to enhance primary Chinese students' creativity in learning art, I propose it from teacher-student interviews and many data analysis of the learning style scale, and find the following practical strategies to explore and improve the creativity of primary school students in art learning:

A: How to learn

1. Learn outside classroom (in school)
2. Learn art history of different cultures
3. Learn art forms of different cultures
4. Provide a wealth of art materials and resources to stimulate students' imagination
5. Guide students to learn different art style.
6. Organize art exhibitions to stimulate students' desire for expression
7. Teachers provide inspiration for creation to students
8. Provide diversified artistic experiences, such as music, drama, dance, etc.
9. Guide children to think differently
10. Use modern technology, such as digital art tools or online resources, to expand students' creativity
11. Regular visits to art galleries and exhibitions

B: How to encourage

1. Encourage students to create freely on their thinking.
2. Encourage students to integrate knowledge from different fields into their creations.
3. Encourage students to express their views in social issues through artworks.
4. Encourage children to come up with a variety of possible artistic solutions

C: How to manage

1. Interact and collaborate with artists
2. Give students improvisation for class work
3. Activities should be problem-solving task
4. Activities should be group projects
5. Activities should be simulations and in class activities
6. Activities should be field trips

When studying primary school art teachers' satisfaction with practical strategies, it can be seen from relevant data that most of them agree with each of the practical strategies for improving the creativity of primary school students' art learning and think it is practical. Some strategies illustrate the advantage of Elaboration in terms of originality, fluency, flexibility, and elaboration.

Discussion

According to the research results, it can be seen that practical strategies to improve students' art learning creativity cover many aspects. Primary school art teachers generally agree on practical strategies to improve students' art learning creativity, indicating that they highly recognize the effectiveness of these strategies to promote students' art learning and creative development. This widespread recognition reflects the positive effects of these strategies

observed by teachers in practice. Teachers encourage students to give free play to their own ideas, which is to cultivate students' style of independent thinking and expression. In this environment, students are free to explore and express their ideas without restrictions or preconceived notions. At the same time, rich art materials and resources are provided to stimulate students' imagination and creativity. By being exposed to a wide variety of works of art, learning about art history, and understanding different art style, students can expand their artistic horizons and get inspiration and creative materials from them, encourage students to integrate knowledge from different fields into their creations, which helps to cultivate students' interdisciplinary thinking style. By participating in exhibitions and cooperating with artists, students can have a more intuitive understanding of the process of artistic creation and expression, as well as receive guidance and advice from professionals, so as to continuously improve their artistic level. In terms of technology, the introduction of modern technologies such as digital art tools or online resources can further expand students' creativity and forms of expression. These technological tools cannot only help students make art more convenient, but also stimulate their interest and enthusiasm for digital art and open up new possibilities for artistic creation. Finally, the practical strategy in terms of places and products is to provide students with a richer and more diverse art experience through visiting art galleries and exhibitions, extracurricular learning and interaction and cooperation with artists, so as to stimulate their creativity and desire for expression and promote their art learning and development.

The analysis of teachers' satisfaction with practical strategies shows that most of them agree and believe that this is a practical strategy to improve students' creativity in art learning. Among them, the strategies of encouraging students to think freely, providing diversified artistic experiences such as music, drama and dance, using modern technologies such as digital art tools or online resources to expand students' creativity, conducting extracurricular learning in school, interacting with artists, learning art forms of different cultures, and organizing problem-solving tasks and activities are highly recognized. And these practical strategies are helpful to improve students' creativity in art learning. Teachers' recognition of these practical strategies also reflects their emphasis on art education and their expectations for the development of students' art learning. Art is not only a kind of skill, but also a comprehensive subject, which can cultivate students' creativity, aesthetic feeling and comprehensive thinking style. Therefore, teachers realize that adopting these strategies is of great significance to the comprehensive development of students, and are willing to actively apply them in teaching practice.

Suggestions

Provide regular teacher training and professional development opportunities are provided to help teachers understand and master the effective implementation methods of various creative practice strategies for arts learning. The training content can include theoretical knowledge, practical skills and case studies to help teachers better cope with the challenges of daily teaching. School administrators should provide adequate art teaching resources and support, including art materials, equipment and technical support, as well as encourage and support teachers to innovate their practices in classroom teaching.

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FUNCTIONAL ANALYSIS OF COMPUTER SOFTWARE FOR ENHANCING CREATIVITY IN ART EDUCATION

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Abstract

The purpose of this master's program is to investigate the effectiveness of three computer software programs which are Scratch, Krita and Photoshop on enhancing creativity in art education at Fuzhou Software Vocational and Technical College. Quantitatively and qualitatively measured the impact of these tools on key creativity factors (logical thinking, color sensitivity, emotional expression) and the self-achievement satisfaction in the final through a carefully structured survey of 203 participants. The study found that Scratch significantly improved logical reasoning and problem-solving skills by introducing students to basic programming concepts through creative storytelling and game design. Krita, the advanced brush dynamics and color management tools, excelled at facilitating students' exploration of color theory and artistic expression enable them to develop a deeper emotional connection with their own work. Photoshop is renowned for superior image editing capabilities, helping students realize complex creative visions and push the limits of innovation and artistic expression. The findings have emphasized the important role these digital tools play in fostering creativity, advocating for their wider integration into the fine arts curriculum. This integrated approach not only enriches the educational experience by combining technology with traditional art forms but also prepares students to adapt to the evolving needs of the digital art industry, thus making a significant contribution to educational research and teaching strategies in the field of art education.

Keywords: Creativity, Scratch, Krita, Photoshop, Art Education

Introduction

The integration of digital technology in art education, particularly through computer software, has transformed traditional teaching methodologies and enhanced creativity in the educational process. This study evaluates the effectiveness of three specific software tools which are Scratch, Krita, and Photoshop on fostering creativity at Fuzhou Software Vocational and Technical College. By examining their impact on logical thinking, color sensitivity, emotional expression, and self-achievement satisfaction, this research aims to provide a detailed analysis of how these digital tools contribute to artistic development. Given the rapid advancement of technology in educational settings, this investigation is particularly relevant. It seeks to clarify the roles of Scratch, Krita, and Photoshop within art education, supporting their integration into curricula to better prepare students for the digital art industry. This study not only enhances academic understanding of these tools but also offers practical insights for educators aiming to cultivate a more innovative and creative learning environment.

Literature Review

The use of computer software in art education has become a pivotal area of study as educators seek to leverage technological advancements to enhance creativity and learning outcomes. This literature review examines several scholarly articles that explore the intersection of digital tools and creative processes in the educational sphere. Specifically, the analysis includes works by Kara (2020), Thorsteinsson & Gisli (2014), and Pycior (1984),

which provide insights into the role of technology in fostering creativity within educational settings.

1. Kara (2020) - Prospective Visual Arts Teachers' Innovation Skills and Attitudes towards Computer Assisted Instruction: Kara's study investigates the relationship between the innovation skills of prospective visual arts teachers and their attitudes towards computer-assisted instruction (CAI). The research found significant correlation between a positive attitude towards CAI and higher innovation skills among these teachers. This suggests that embracing digital tools in teaching can directly influence the creative capabilities of educators, which in turn impacts their teaching effectiveness. Kara emphasizes the importance of educational strategies that encourage the adoption of technology to foster a conducive learning environment for creativity.

My perspective to Kara's findings is instrumental in highlighting how digital literacy among teachers can enhance creative teaching methodologies. The study underscores the need for training programs that equip educators with the necessary digital skills to effectively incorporate technology into their teaching practices.

2. Thorsteinsson & Gisli (2014) - Impact of Computer Technology on Design and Craft Education: This article examines the influence of computer technology on design and craft education, focusing on the use of e-student portfolios. Thorsteinsson and Gisli discuss how these digital tools facilitate a more interactive and reflective learning process among students. They argue that technology-enhanced learning environments promote not only creativity but also critical thinking and problem-solving skills. However, they also note the necessity for teacher training to maximize the benefits of technology in education.

The insights provided by Thorsteinsson and Gisli are particularly relevant to this thesis as they reinforce the notion that technology, when effectively integrated, can substantially enrich the educational experience. Their emphasis on teacher training aligns with the findings from Kara (2020), further supporting the argument that successful integration of technology in art education requires competent and technologically adept educators.

3. Pycior (1984) - The Enhancement of Creativity in Art Education through Computer Technology: Pycior's work explores how computer-aided design (CAD) software can be used to enhance creativity in art education. The study suggests that CAD tools not only facilitate the learning of design principles but also enhance students' ability to think creatively and execute complex designs. Pycior points out that the adoption of technology in art education can lead to significant improvements in students' creative outputs and learning processes.

Pycior's study is critical in understanding the direct benefits of specific software tools like CAD in art education. This aligns with the current research, which investigates the impacts of Scratch, Krita, and Photoshop. Pycior's findings bolster the argument that practical exposure to digital tools can enhance creativity, providing a strong foundation for integrating these technologies in art curricula.

In the conclusion: The literature reviewed provides compelling evidence that the integration of computer software in art education offers significant benefits in enhancing creativity and learning efficacy. The studies by Kara, Thorsteinsson & Gisli, and Pycior collectively emphasize the need for a strategic approach to technology integration, highlighting the critical role of educator readiness and the direct impact of digital tools on creativity. These studies affirm the hypothesis that digital tools not only facilitate a richer educational experience but also enhance the creative capacities of students. However, the successful implementation of such technology's hinges on the ability of educators to effectively utilize these tools within the curriculum. This literature review underscores the importance of ongoing professional development for educators and the strategic selection of digital tools that align with educational goals in art education. This literature review has

established a solid theoretical foundation for the proposed study, which seeks to further elucidate the specific impacts of Scratch, Krita, and Photoshop on creativity in art education. By building on the existing research, this thesis aims to provide actionable insights that could guide the future integration of digital technologies in art educational practices, ultimately enhancing the creative output and educational experiences of students.

Research Methodology

In this study, the effectiveness of three computer software program which are Scratch, Krita, and Photoshop on enhancing creativity within art education at Fuzhou Software Vocational and Technical College is explored through a detailed questionnaire survey method. The objective is to quantitatively assess how these digital tools impact key creativity factors among students, such as logical thinking, color sensitivity, emotional expression, and self-achievement satisfaction.

The research employs a quasi-experimental design tailored to measure changes in students' creativity before and after the intervention of using the specified software. A total of 203 students enrolled in the Computer Painting course were selected as participants for this study. These students were chosen because their curriculum involves extensive use of the software under investigation, thereby ensuring that the findings are directly applicable to the target demographic.

Data collection was conducted using a carefully designed questionnaire, developed to gather both pre and post-intervention data on students' creative capabilities. The questionnaire included a range of questions crafted to capture the extent of creative enhancement perceived by the students due to the software usage. The areas focused on were specifically chosen based on the literature review and theoretical framework laid out in earlier sections of the thesis, which highlighted the importance of these creativity factors in art education. The structure of questionnaire allowed for a comprehensive collection of quantitative data. Students responded to items on a Likert scale, providing insights into their levels of agreement or disagreement with statements concerning their experiences and outcomes related to the software usage. This approach not only facilitated the measurement of changes in specific creativity factors but also provided a nuanced understanding of the students' subjective educational experiences with the digital tools.

The collected data were then analyzed using statistical methods. Descriptive statistics were employed to summarize the data, providing mean scores and standard deviations for each creativity factor before and after the software intervention. The analysis aimed to identify significant changes in the creativity levels of students, which were further tested for statistical significance using appropriate inferential statistics to confirm the reliability of the observed trends.

This methodology, with its focus on a quantitative survey approach, offered a robust framework for assessing the impact of technological tools on creativity in art education. By quantifying the effects of Scratch, Krita, and Photoshop, the study contributes valuable empirical evidence to the ongoing discourse on the integration of digital tools in educational settings. Furthermore, the findings from this research are expected to provide actionable insights for educators and curriculum designers seeking to enhance creativity through technology in art education environments.

Data analysis results

The data analysis results of this study highlight the significant impact that the use of Scratch, Krita, and Photoshop has on enhancing creativity in art education at Fuzhou Software Vocational and Technical College. Through a comprehensive evaluation using pre and post-

intervention surveys filled out by 203 students, the analysis demonstrated notable improvements in several creativity factors.

Quantitative analysis revealed that students experienced significant enhancements in logical thinking, color sensitivity, and emotional expression after using the software. These findings were supported by statistical tests that showed substantial increases in mean scores from pre- to post-use of the digital tools. For instance, the mean scores for logical thinking and problem-solving skills improved markedly, suggesting that the software facilitated a deeper engagement with creative processes and critical thinking.

Color sensitivity also showed notable improvement, with students reporting a better understanding and application of color in their artwork. This enhancement is particularly significant for courses involving digital painting, where color manipulation and application are key skills. Emotional expression, another critical component of creativity, was enhanced as students felt more confident in translating their thoughts and emotions into digital artworks.

The qualitative data, collected through student interviews and classroom observations, corroborated these findings, providing rich insights into how students perceived their interactions with the software. Many students expressed a greater sense of achievement and satisfaction in their creative projects, attributing this to the advanced features and user-friendly interfaces of the software tools.

These results underscore the value of integrating Scratch, Krita, and Photoshop into the art education curriculum. The analysis not only confirms the positive effects of these digital tools on student creativity but also suggests that such technologies can be pivotal in modernizing educational practices and outcomes in the field of art.

The study's investigation into the use of three computer software programs which are Scratch, Krita, and Photoshop on enhancing creativity in art education at Fuzhou Software Vocational and Technical College has yielded significant insights. The data analysis, grounded in both quantitative and qualitative research method, highlights the positive impacts these tools have on fostering key elements of creativity among students.

Enhanced Creativity and Skills Development

Firstly, the application of Scratch, Krita, and Photoshop has demonstrably enhanced students' creative skills and cognitive abilities. Scratch, with its simple, block-based programming interface, significantly improved logical reasoning and problem-solving capabilities. This enhancement is crucial as it lays a foundational skill set that students can apply in various disciplines, not limited to digital arts. Krita, known for its sophisticated brush engine and comprehensive color palette, enabled students to explore advanced color theories and artistic techniques, thus fostering a deeper emotional connection with their work. Photoshop, as a leading digital editing tool, expanded the boundaries of creativity and innovation, allowing students to execute complex visual concepts and enhance their visual communication skills.

Educational Implications

The study's findings suggest that integrating these software tools into art education curricula not only enriches the learning experience but also prepares students more effectively for the digital dimensions of contemporary art careers. The positive feedback and increased confidence among students underscore the value of these digital tools in educational settings, suggesting a need for educational policies to support and expand technology use in creative disciplines.

Barriers to Technology Integration

However, the research also identified challenges in the full integration of these technologies. The primary barrier observed was the lack of adequate training for educators in effectively using these tools. This gap can hinder the potential benefits of digital tools in education, as teachers may not be fully prepared to guide students through the technical aspects or creative potentials of the software. Additionally, the study noted the variability in students' access to technology, which can lead to disparities in learning outcomes and needs to be addressed to ensure equitable educational opportunities.

For future research, it would be beneficial to conduct longitudinal studies to track the long-term effects of digital tool integration in art education. Such studies could provide deeper insights into how continuous exposure to these tools affects students' creative careers post-graduation. Additionally, exploring a broader range of digital tools and their specific uses within different artistic disciplines could further delineate the scope of digital technology in enhancing art education.

Conclusion

The integration of Scratch, Krita, and Photoshop into the art education curriculum at Fuzhou Software Vocational and Technical College has been found to significantly enhance various aspects of creativity among students. The evidence suggests that these tools not only improve technical skills and creative expression but also enhance students' confidence and satisfaction with their artistic endeavors. While challenges remain, particularly in terms of equitable access to technology and adequate teacher training, the overall impact of these digital tools is profoundly positive. This study contributes to the growing body of literature advocating for the integration of advanced digital tools in art education, highlighting their potential to transform traditional creative teaching methodologies and prepare students for the digital future.

Discussion

The results of this study have provided robust evidence supporting the integration of digital tools like Scratch, Krita, and Photoshop into the art education curriculum at Fuzhou Software Vocational and Technical College, significantly enhancing creativity among students. This discussion contextualizes these findings within broader educational practices and the evolving digital landscape in art education.

Enhancement of Creative Capacities

The study clearly demonstrated that each software tool uniquely contributes to enhancing students' creative capabilities. Scratch excels in developing logical thinking through interactive storytelling and game design, which are critical for conceptual development in art. Krita enhances sensory and emotional aspects of art through advanced tools that allow nuanced color manipulation and textural effects, enabling students to express more complex emotional narratives in their artworks. Photoshop's impact is most evident in its ability to refine students' technical skills and expand their creative visions through sophisticated image manipulation.

Implications for Teaching and Learning

These findings underscore the importance of technology in modernizing art education and preparing students for a digitized creative industry. The enhanced creativity and expanded skill set that students develop through these tools are indicative of the significant potential of integrating technology in educational curricula. However, the success of such integration heavily relies on overcoming existing challenges, such as ensuring equitable access to

technology and providing adequate training for educators to effectively use these tools in their teaching practices.

Future Directions

Moving forward, art education institutions are encouraged to adopt a more structured approach to technology integration. This includes developing comprehensive training programs for educators, investing in technology infrastructure, and continuously assessing the impact of these digital tools on student outcomes to ensure they meet educational goals effectively.

Suggestions

Based on the findings of this study, several recommendations are proposed to enhance the role of digital tools in art education effectively.

Educator Training and Development: It is crucial to provide comprehensive training for art educators in the use of digital tools like Scratch, Krita and Photoshop. Professional development programs should focus not only on technical skills but also on integrating these tools into the creative process to maximize their educational impact.

Infrastructure Investment: Institutions should invest in the necessary technological infrastructure to ensure all students have access to these digital tools. This includes upgrading hardware and software in schools and providing resources for students who may not have access at home.

Curriculum Integration: Digital tools should be seamlessly integrated into the art curriculum to enhance their usage across various art forms and disciplines. This integration should be reflective of current industry standards and practices, preparing students for professional art careers.

Further Research: Ongoing research is recommended to continuously assess the effectiveness of these tools in education. Future studies should explore broader applications and potential new digital tools that could further enhance creativity in art education.

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