DISCUSSION ON INTERDISCIPLINARY ART EDUCATION WITH KNOWLEDGE ORIENTATION

DISCUȚIE PRIVIND EDUCAȚIA ARTISTICĂ INTERDISCIPLINARĂ CU ORIENTARE SPRE CUNOAȘTERE

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Students who major in art tend to possess more perceptive thinking than logical thinking. As they gain knowledge, they may need help for understanding the context behind the information. Therefore, interdisciplinary education within the art discipline should prioritize learning and integrate the multidisciplinary content. This will help the students to master knowledge and skills, emphasize the systematization of the professional theoretical and cross-subject group knowledge, and focus on constructing a rigorous knowledge context.
Keywords: *interdisciplinary, knowledge, education, art, students*

Studenții care se specializează în artă tind să posede mai multă gândire perceptivă decât gândire logică. Pe măsură ce dobândesc cunoștințe, ar putea avea nevoie de ajutor pentru a înțelege contextul din spatele informațiilor. Prin urmare, educația interdisciplinară în cadrul disciplinei artistice ar trebui să fie prioritară învățării și să integreze conținutul multidisciplinar. Acest lucru îi va ajuta pe studenți să stăpânească cunoștințele și abilitățile, să sublinieze sistematizarea cunoștințelor teoretice profesionale și a cunoștințelor interdisciplinare de grup și să se concentreze pe construirea unui context de cunoștințe riguros.
Cuvinte-cheie: *interdisciplinar, cunoștințe, educație, artistic, studenți*

Introduction

The interdisciplinary approach has been defined by the Executive Director of the Association for Integrated Studies William H. Newell and William Green (1982) as „inquiries which critically draw upon two or more disciplines and which lead to an integration of disciplinary insights" [1 p. 17]. The essence of interdisciplinary integration is to promote the mutual interference and mechanical repetition of knowledge among different disciplines, resulting in an „optimal ratio" of expertise in unrelated methods, thinking, and resources to provide a cognitive and practical framework for solving multi-domain and complex problems. The interdisciplinary integration of knowledge orientation is centered round forming a new knowledge structure with three remarkable characteristics.

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Firstly, the integration purpose is not to mix different disciplines but to create a new, high-level interdisciplinary knowledge structure system based on new situations. Interdisciplinary courses, like the interdisciplinary process itself, require achieving a working balance among breadth (to ensure a wide base of knowledge or information), depth (to ensure the quality of required-site knowledge and information for the task at hand), and synthesis (to ensure integration of knowledge) [2 pp. 65-66]. For instance, art history can be studied with research methods used in art anthropology. This involves analyzing and interpreting artistic phenomena, activities, artists, and artistic works in an anthropological society using anthropological theories and methods. This helps to form an overall knowledge view and world view, which in turn, helps to understand the world and solve problems from a comprehensive perspective.

Secondly, the purpose is to integrate the content and focus on multidisciplinary knowledge. It is essential to link knowledge from different disciplines to expand the students' understanding and deepen their overall cognition. When students participate in interdisciplinary programs, they are more likely to remember a specific historical period if they integrate insights from visual art, music, film, poetry, philosophy, and politics. The degree and quality of integration will naturally depend on the level of the course and the faculty's expertise in the interdisciplinary research process.

Thirdly, the integration approach focuses on the connection of knowledge of different disciplines. The knowledge in various fields is often scattered and not well-connected. To address this, it is crucial to identify the common ground and connections between the different fields by reorganizing and linking them. An interdisciplinary approach to knowledge integration can help connect courses from different fields, highlight the internal connections between course materials, and enhance the processing and retention of knowledge. This leads to a deeper understanding and transfer of knowledge, which is an essential step towards achieving a well-structured interdisciplinary curriculum.

In teaching practice, the interdisciplinary integration of knowledge is achieved through thematic teaching, including topic selection and knowledge map construction.

Choose the learning content

The learning theme determines the main content of interdisciplinary integration. A reasonable interdisciplinary learning theme of art education needs to take into account the factors of subject, student and curriculum.

1. Subject factor. Subject is a highly condensed concept, topic or topic based on subject knowledge, which is the internal reorganization and construction of inter-subject knowledge and

its related elements. Subject knowledge is both the source and the aim of subject learning.

2. Student factor. Subject selection is not a completely mechanical process of knowledge crossing and serialization, it must be built on the basis of the learners' cognition, and the students can understand and master through efforts.

3. Curriculum factors. Subject learning in interdisciplinary integration is an important part of school curriculum education. The selection of the theme should not only reflect the advanced nature of the curriculum, which can be implemented step by step, but also reflect the characteristics of the school curriculum. The limited school learning time should be concentrated on the construction of the school's characteristic curriculum, and a series of thematic courses should be planned.

The interdisciplinary integration of knowledge orientation should be closely related to disciplines, students, and courses when selecting topics to link knowledge integration with the deep understanding of disciplines, the knowledge base of students, and the characteristic courses of the school to promote the deep sense of knowledge and the deep mining of meaning. It should not only focus on the study of core knowledge and critical skills but also lead students to discover the correlation between knowledge, the connection between knowledge and life, the application value of knowledge, ideology, and spiritual significance [3 pp. 76-81]. Taking the Baoxiang flower pattern in learning art history as an example, the Baoxiang flower is very representative of ancient Chinese decorative designs. If the theme integration is inaccurate, it is easy for students to have a one-sided understanding of BaoXianghua. The study of the Baoxiang flower pattern theme covers the religious connotation of the change of aesthetic taste in the Tang Dynasty. It uses the cross-cultural research method to understand the reasons for the popularity of the Baoxiang flower in the Tang Dynasty. It is necessary to consider the timing of the lecture on the theme of BaoSanghwa, and it should be built in the framework of an extensive art history to inspire a deep understanding.

Build an interdisciplinary knowledge graph

Knowledge graph is a visual knowledge network graph which is constructed around a certain subject and reflects the relationship between knowledge of different disciplines. Knowledge graph, as a digital technology, has been widely concerned in scientific research and teaching in recent years, and its function of assisting teaching and research is constantly being explored. To be familiar with the characteristics and advantages of the knowledge graph technology, constructing and perfecting the knowledge graph of the art subject, and continuously developing the application scenarios of the knowledge graph in art teaching are necessary to

promote the reform and innovation of art courses. The complete knowledge graph usually contains three levels of content.

1. The subject knowledge layer should identify the subject knowledge points that can reflect the characteristics and significance of the subject around the theme.

2. At the disciplinary relation level, it focuses on the three dimensions of the theme, discipline and life, presents the inclusion relationship between theme and subject knowledge, the complementary relationship between subject knowledge and the service relationship between subject and life, and constructs the logic of multi-dimensional interconnection of the theme, knowledge and life.

3. At the implementation logic layer, analyze the internal logic of the subject knowledge, determine the sequence of subject learning and implementation, and sketch out a clear implementation route.

The interdisciplinary direction is selected based on the curriculum theme and teaching objectives. The relationship between information and topics is presented from multiple dimensions. The knowledge association function of the knowledge graph is utilized to clarify the relationship between any information and other information in the course of topic teaching to implement teaching, strengthen guidance, emphasize ideological communication with students, and guide students to think deeply.

Promote thematic teaching

Promoting thematic teaching is the process of transforming the knowledge graph constructed by interdisciplinary integration from design to action, and it is also the process of integrating school teachers, curriculum, and other resources to reflect the school curriculum concept and practice quality. The core of interdisciplinary theme teaching is to adhere to the premise of the main subject, integrate multidisciplinary methods and perspectives, optimize the classroom content, and highlight the goal of education through theme-based teaching design. The ideal implementation of interdisciplinary subject teaching requires teachers to have rich, comprehensive subject knowledge, break the barriers between departments and disciplines, realize cross-school and cross-department collaboration, and realize the reasonable allocation and utilization of teacher resources. However, due to the constraints of the teachers' domain, there are usually two flexible forms of practice to promote thematic teaching.

1. Model of branch implementation. Based on the knowledge and implementation logic involved in the knowledge map, teachers of different subjects will implement their respective subjects. Although this mode makes it easy to organize teaching, the disadvantage is that

discipline boundaries remain apparent. Students need to engage in self-reflection and construction to dilute and blur the discipline boundaries.

2. Comprehensive implementation model. This model takes the interdisciplinary subject learning content as a whole and is completed by different teachers according to the subject task in a single class time. This mode requires teachers to have a high sense of cooperation, which requires teachers to have a deep understanding of different subject knowledge systems and to prepare lessons cooperatively. It is necessary to break down the barriers between faculties and disciplines, achieve cross-faculty and cross-department cooperation, and realize a reasonable allocation and utilization of teacher resources through the introduction of teachers in the way of both rigid and flexible, reasonable expansion of interdisciplinary teachers.

Conclusions

Knowledge is not merely reflected and represented but created and generated. Knowledge comes from the organic, creative, and generative interaction between the cognitive subject and its environment [4 p. 96]. This kind of knowledge aggregation and teaching experience form the action energy of disciplinary or interdisciplinary clusters.

1. Adhere to the unity of knowledge and action. To build a harmonious ecology of interdisciplinary theme teaching, we should develop and maintain a sharing platform for interdisciplinary theme teaching on a knowledge-oriented basis. By continuously accumulating the experience of fine arts and other interdisciplinary disciplines, we should constantly feedback the knowledge graph and the sharing platform for interdisciplinary theme teaching and realize the transfer of experience and the transformation of the knowledge form with the help of media carriers. All schools need to break through discipline barriers continuously, recognize the specialization of school characteristic disciplines and interdisciplinary teacher teams, give play to the demonstration and leading role of school disciplines, and form the linkage effect of discipline clusters and curriculum clusters.

2. Promote reform by evaluation. In terms of evaluation methods, schools should adopt multiple evaluation methods for teachers, avoid the phenomenon of unfair education such as emphasizing achievement, undervaluing quality, undervaluing intellectual education, undervaluing moral education, undervaluing selection, and undervaluing emotion, and encourage teachers to improve teaching methods and enhance interdisciplinary teaching ability through various incentive methods. Schools should formulate corresponding development paths according to teachers at different stages of development, and the evaluation and assessment of teachers should highlight continuity, progression, and product to lead the teachers' professional

progress and growth. At the same time, teachers should also develop multiple evaluation methods in interdisciplinary subject teaching, promote thinking and reform by evaluation through various forms such as teaching demonstration lessons, teaching ability evaluation, and famous teachers' guidance, to form a teaching-learning-evaluation a consistent evaluation model and build a harmonious disciplinary ecology [5].

In short, to promote the implementation of thematic teaching, the teachers need to break the normal curriculum planning and conventional classroom organization, and reconstruct the space-time relationship of teaching, so as to help students establish a scientific conceptual system and thinking framework, and form a complete cognition of knowledge.

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