

Research on art education effect on emotional cultivation process for teenager

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ABSTRACT: China's education mode is affected by Kairov's education thought and teaching idea, resulting that the students are unable to meet the needs of today's society. Art education has a great influence on the students' emotional cultivation. This paper conducts the relevant research on the impact of art education on emotional education for teenager, and carries out teaching practice with their own thinking mode, which aims at providing good ideas and solutions to solving the existing problems of education for teenager, in order to allow the teenager to establish correct aesthetics, value and outlook on life.

Keywords: art education; teenager; emotional cultivation, impact

1 RESEARCH BACKGROUND

Today, with the constant reform of education system, gradual advancement of quality-oriented education and severe shortage of inter-disciplinary talents, the middle school education emphasizes the importance of cultivating all-round diversified talents. However, as China's education mode is affected by Kairov's traditional education thought and teaching idea, the society and the family fail to really reach comprehensive and balanced cultivation and education of the students. They still emphasize education of major subjects, but ignore minor subjects, such as Art, PE and so on, resulting that the students ignore exploration and research of the knowledge in the field of other disciplines in the process of knowledge cognition and learning, and fail to have a balanced development of their own knowledge and self-cultivation. From the perspective of educational content and the educated, the examination-oriented education is separated from the need of social development and comprehensive development of human beings, and ignores the real purpose and significance of learning theoretical knowledge for a student. Under the influence of a broad environment of examination-oriented education, the discipline of Art is regarded as a minor subject in most colleges and ignored, and even some middle schools do not set up this discipline. If there is no

so-called "Attainment Level Test for Art" for symbolic measurement, the discipline of Art which can bring infinite beauty to human beings may have come down in the world, or even not escape the fate of cancellation.

Zhu Xiaoman^[1], a famous educator in China believed that, "The most important part of the human spiritual life is mood and emotion, which is also the most familiar experience among human experience". Spranger^[2], a famous educator in Germany said that, "Education is not simply cultural transmission. The reason why education is education is because it can 'wake up' the mind of personality, which is the core of education. ... The ultimate goal of education is to induce human creativity, rather than imparting existing knowledge...." Therefore, to educate and instruct students by relying solely on rational discipline is somewhat one-sided. Cognition and search of sense and sensibility is like two sides of a coin, which are independent, but inseparable, combine together closely. Currently, the emotional education has gradually been recognized by people, and the educational environment has gradually been improved, but it still requires a long process to be really implemented in the actual education links. It is not only a transformation process of the educational model, but also a transformation process of human's thinking model.

As an important part of aesthetic education, art education burdens important tasks of aesthetic education. *Action Plan for Invigorating Education in 21st Century*

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developed by the Ministry of Education pointed out that ^[3], “Aesthetic education can not only cultivate students’ noble sentiment, but also stimulate students’ learning vitality, promote intelligence development, and train students’ innovation ability”. Art is closely related to history, humanity and social environment, which can enrich human emotion, cultivate human sentiment and establish a correct value and outlook on life. Therefore, the significance of art curriculum on the emotional cultivation for teenager is self-evident. The art appreciation curriculum in the middle school can not only increase students’ knowledge of art theory, enrich the students’ perceptual thinking, broaden the students’ aesthetic horizons, experience the artists’ emotional infusion and artistic charm, but also better cultivate the students’ moral sense, aesthetic sense and artistic accomplishment, and help students to form a sound personality and kind-hearted mind.

2 RESEARCH STATUS OF EMOTIONAL EDUCATION

In recent years, with the promotion of quality-oriented education and highlight of the teenager problems, the emotional education has gradually attracted people’s attention, and become a key point and hot spot of research in the field of education. The world has gradually raised an ideological trend of emotional education. Foreign educationalists have never stopped the research of emotional education, and carried out exploration and development from the initial stage to the thorough stage. In the 1950s, in the theory of *Taxonomy of Educational Objective*, B. Bloom and other scholars divided the objectives to be achieved in teaching activities into three areas, namely, cognition, motor skill and emotion. American Association for Educational Research has included the “emotion and emotional accomplishment” in the conference theme of Annual Conference on Education in 2005. Through the research of a large number of psychological clinical trials, C. Rogers ^[4] believed that, the educational activity is actually a process to establish an “honest, understandable and acceptable” interpersonal relationship between teachers and students. The key to success or failure of education is interpersonal relationship and emotional attitude. He also stressed that teaching should be subject to the students’ emotion, in order to be conducive to changing the students’ learning behavior from passive to active.

Chinese-style education fails to come out a new way in the modern development process, but countless scholars are still fighting for it. Mr. Cai Yuanpei, an educator in modern China promoted aesthetic education, and defined aesthetic education as follows, “aesthetic educators should apply for the theory of aesthetics in education, in order to achieve the purpose of emotional cultivation”. Zhu Xiaoman, a China’s contemporary emotional educator, a doctoral tutor and a

professor published a book – *Outline of Emotional Education*, which also conducts an in-depth research of the emotional education. Lu Jiamei, a professor of Shanghai Normal University ^[5] published *Emotional Education Psychology* and other works related to emotional education, which also conduct an in-depth investigation and analysis of the teenager’s emotional situation. Zhu Yanqin from Taiyuan Kindergarten Normal School published an article - *Art Teaching and Emotional Integration*. The master’s thesis ^[6] of Zhao Yingying from Shaanxi Normal University is *Research on Emotional Education of Art Education in the Elementary School* and so on.

The research of emotional education in art teaching and its influence on emotional cultivation for teenager has attracted more and more attention. In this research, the author explores the role and influence of art education in the emotional cultivation for teenager, and hopes to provide some methods to solve the existing problems in education of teenager.

3 IMPACT OF ART EDUCATION ON EMOTIONAL EDUCATION

3.1 Research methods

A correct scientific research method plays an important role in accomplishing this task, so the following research methods are used to accomplish this task: (1) Literature research method. This method lays a theoretical foundation for this task through consulting relevant domestic and foreign literatures. (2) Case analysis method. This method conducts analysis and summarization by taking art appreciation in the middle school as an example. (3) Interview method. This method interviews the students, parents and teachers.

3.2 Relevant theory of emotional education

3.2.1 Definition of emotion

Psychology defines emotion as human experience arising from whether the object and phenomenon in the reality is suitable for human needs and social requirements ^[7]. In life, people have different attitudes (fond, sad, joy) towards surrounding phenomena. An experience of such attitude is emotion. Therefore, the author believes that emotion refers to a kind of human attitude experience in the objective things in the process of social development, which is commonly used to describe those feelings with a stable and profound social significance. As a unique experience of people, emotion sometimes makes people lost all desire for food and drink, sometimes makes people heart-broken and sad, and sometimes makes people full of excitement. Because of emotion, our life becomes rich and colorful.

3.2.2 *Emotion and mood*

When we research emotion, inevitably, we may mention mood, and a lot of people confuse both. The author believes that mood is a basis of the formation of emotion, and emotion is not the same as mood. They are correlated, but also different concepts. In *Ci Hai* [8], “Emotion is related to the social needs of human beings, which is a unique advanced and complex experience of human beings, with greater stability and profoundness, such as a moral sense, a sense of beauty, a sense of honor and so on. However, in real life, emotion will be accompanied by mood reactions, which can be expressed by specific mood; mood fluctuation is often subject to emotion.” Mood is similar to emotion; positive or negative psychological experience is generated by whether the individual needs are consistent with the objective world. Emotion has a more lasting, more stable and more profound features, while mood is more direct than emotion. Mood is expressed by delightfulness, sadness, joy, sorrow, love, pleasure and anger; emotion is expressed by self-confidence, affection for the country, family affection and the like. Mood and emotion occur in our life at any time. Positive and healthy mood makes people feel happy, while negative mood makes people feel painful and sad.

3.2.3 *Connotation of emotional education*

Ten years ago, scholars and experts from around the world held an Emotional Education Conference in University of Warwick, England, and gave an acknowledged conclusion on the emotional education: emotional education is a part of the educational process, rather than an independent educational course. Emotional education is embodied in teaching various disciplines, and its goal is to promote the individual development of students and harmonious and healthy development of the whole society, and also attach importance to the development and change in the students’ emotional attitudes, values and other aspects. Visibly, the western scholars generalize the emotional education as a part of the whole education. Emotional education can really act on educational practice, rather than a product of fantasy independent of education. Yu Xia [9], a famous scholar in China believed that, as an important part of the complete educational process, emotional education focuses on cultivating students’ social emotional quality and developing their self-emotional regulation ability, so that they can form an independent and healthy personality and character trait, and truly become social beings with comprehensive development in morality, mentality, physique, aesthetic perception and labor attitude and habits, thus promoting them to produce a positive emotional experience in their learning, life and surroundings”. Gong Yanli believed that, emotional education is an important part of the complete educational process. Through respecting and cultivating the students’ social emotional quality, and developing their self-emotional

regulation ability in the educational process, it can promote them to produce a positive emotional experience in learning, life and surroundings, form an independent and healthy personality and character trait, and truly become social beings with comprehensive development in morality, mentality, physique, aesthetic perception and labor attitude and habits [10].

Combined with opinions of the domestic and foreign experts, the author believes that emotional education is an integral part of the education system, which is a kind of scientific education with the purpose of student oriented, aimed at comprehensive development of students and focused on the students’ emotional attitudes. Emotional education is characterized by: (1) Interestingness: it can let students walk into the classroom with interest, and really find their own points of interest in the process of learning; (2) Success: in the process of learning and living, it can let students gain successful experience, and such an emotional experience can improve students’ sense of self-accomplishment; (3) Creativity: in the process of learning, it can stimulate students’ spirit of creativity, and focus on improving students in a creative manner; (4) Aesthetic nature: it is an educational activity with aesthetic nature, rather than a pure process of knowledge transmission between the educator and the educated.

3.2.4 *Role of emotional education*

Confucius believes that emotion is a learning motivation. “In the pursuit of knowledge, curiosity is more important than knowledge itself, and interest is even more important than pure curiosity.” This view fully reflects the importance of individual emotional experience for learning. The author summarizes the role of emotional education as follows: first, emotional education can promote students’ cognitive development. This paper mentioned that, emotional education is characterized by interestingness. This characteristic promotes students to really find their own points of interest in the cognitive process, and promote students to participate in teaching activities positively and happily, in order to promote the cognitive development. Second, emotional education can improve the students’ morality. Emotion has a very strong infection. Teachers touch by emotion, educate love with love and stimulate students’ morality by practice examples. Suhomlinski said that, “We should know that, only when students themselves pursue and personally experience moral principles, can they really become students’ wealth.” Third, emotional education can improve students’ aesthetic ability. Aesthetics is a kind of human experience, which is also reflected in emotional education. Students gain successful experience in other aspects in the process of acquiring knowledge. This process is an aesthetic activity. In short, emotional education can stimulate students’ learning enthusiasm and interest, and let students appreciate the life beauty of discipline itself and outside

the discipline. More importantly, it can improve students' emotional values. Playing the role of emotional education and showing its significance and values to a maximum extent is just the perceptual subjects (Art, Music) ignored by people. Recognition and learning of these disciplines can let students master corresponding skills, teach students how to treat life and beautify life. It is aimed at appreciation and perception, fully plays the emotional role of art education, cultivates students' sentiment, enrich students' emotion, perfect students' personality, in order to achieve the concept of learning, perception and thinking by learning, and make teaching really achieve the purpose of educating people.

3.3 Relationship between art education and emotional education

3.3.1 Emotional injection of art works

When people are devoted to an art work, they may be sad, happy, cheerful or sorrowful. A long time ago, people realized the importance of emotion to art. *The Gleaners* is the most representative work of Millet—a French painter. It depicts three hunched women gleaning stray grains of wheat. They wear coarse clothes under sunshine. They are somewhat exhausted after a long time of labor. Ignoring facial expressions, action's expression can better explain their patience, loyalty and humility. Millet expresses the poor living in the bottom of society in a simple and unadorned and dignified manner, because he believes that art is power, a love mission. Millet injects his own emotion into the work, and we can realize his love for life and land.



Figure 1. *The Gleaners*

3.3.2 Emotional values of art works

Nowadays, the visual culture is very popular. The impact of visual culture on teenager is self-evident. As a kind of visual behavior to transmit positive energy, art is helpful for the teenager to develop correct aesthetic values. The value of a good art work can not

only bring people visual enjoyment, but more soul shock. *Premonition of Civil War* created by Spanish Dali is a work of accusing the war. By the use of surrealism technique, a huge "incomplete person" is used to symbolize the mutilated. It expresses dissatisfaction with starting a war carefree for human beings and morbid behavior of self-destruction by distortion image and exaggerated "people". In other words, one of the art work values is its emotional expression or a carrier of emotional expression, which can bath heart through the aesthetic and emotional experience, in order to achieve a non-linguistic conveyed unique lofty emotion.

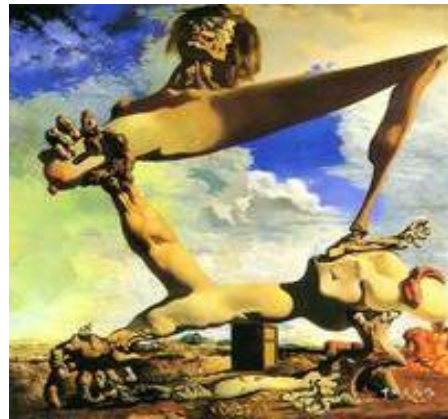


Figure 2. *Premonition of Civil War*

3.3.3 Position and role of art education in emotional education

Art education can cultivate human sentiment, perfect personality and sublimate emotion. The emotional value of art education is far from what we imagine. Next, the author will illustrate the role of art education from two aspects: figural art and abstract art.

First, positive impact of figural art in art education on emotion of middle school students

Under normal circumstances, middle school students are more proficient in understanding and grasping the figural art. The characteristics of figural art are respect for objective facts, and visual authenticity. No matter for painting or sculpture, or other art categories, the emotional transmission of figural art is more direct, and figural art is a psychological expression.

Second, positive impact of abstract art on emotion

Relative to the figural art, the abstract art pays more attention to the artist's emotional input and vent. Every line and each color in the abstract work is the painter's subjective emotional expression. For example, red color makes people feel happy, blue color calm, bright color relaxed. In general, no matter for figural art or abstract art, art activities can help students find beauty, feel beauty and create beauty, and improve the students' emotional ability through rich emotional expression in art work; in addition, art ac-

tivities can play a role of emotional expression. People can relieve and express their mood through art activities. Middle school students usually have a great learning pressure, which is unable to be adjusted. Art activities can play a role of emotional expression to relieve heavy learning tasks and life pressure, and establish a healthy state of mind; in addition, art education can bring a happy and relaxed class effect, so that students can feel joy of learning and life beauty in such an atmosphere.

3.4 Implementation of art curriculum for emotional cultivation of middle school students

3.4.1 Emotional infusion in art teaching

(1) Teaching content reflects emotionality

People usually divide emotion into three categories, namely, moral emotion, intellectual emotion and aesthetic emotion. Moral emotion is a kind of advanced emotion, which is a psychological experience, such as love and hate, likes and dislikes generated by using certain moral standards to evaluate their own or other's moral behavior^[11]. Art education in middle school plays an important role in cultivation of moral sense of middle school students. The works in the textbooks are important typical art works in ancient and modern times. In the art teaching, teachers let the students understand the contemporary social environment and social morality and ethics depicted in these art works. For example, in appreciation of the oil painting - *Father*, Luo Zhongli shapes a poor hard-working, kind-hearted peasant by means of realistic description. In the process of learning this work, everyone is deeply impressed by it. This is a true portrayal of the historical development stage in China. It tells the love for Chinese peasants and attachment to native soil in the sense of humanitarianism; it uses the realistic narrative technique to make readers directly see reality and give rise to people's thinking, thus triggering deeper sadness or humanitarian emotion^[12]. In the image, the father seems like cherishing the memory of the past, but also like looking forward to the future under the scorching sun, with a wrinkled face, hands like old tree roots, and deep eyes exposed with wretch and hope. After reading this work, every reader may be reminiscent, and personally feel hardships of such a great father, thus stimulating our feeling to have a deeper understanding of the profound meaning of "Every grain comes from hard working".

Therefore, to allow the middle school students accept art education is not to let them become a painter or an artist in the future, but allow the students to feel the emotional experience brought by different forms of art works in the process of art education, and have an in-depth understanding of its humanistic feelings, thus cultivating moral emotion and experiencing colorful life.

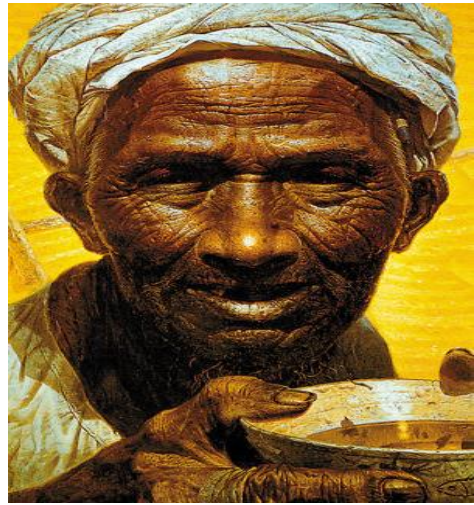


Figure 4. *Father*

(2) Teaching model presents emotionality

In the *New Pedagogy Course*, Ye Lan divides the teaching model into three categories, namely, teaching model focusing on the development of thinking ability; teaching model focusing on the development of interpersonal skills; teaching model focusing on adapting to students' needs and personality differences. Thus, it focuses on the cultivation of students' emotions and emotional quotient. In art class, teachers often use inquiry and feedback type of teaching model. In inquiry teaching, students can actively participate in art activities, and appreciate and evaluate art works, thus stimulating students' curiosity, and forming learning motivation. In addition, teachers should be good at development of extracurricular resources. Art education should not be indoor teaching. However, teachers should teach students outdoor, and make full use of local resources for art education, enrich teaching model and accept artistic edification. Therefore, modern art galleries and museums also burden the mission of art education.

3.4.2 Emotional cultivation methods in art teaching

(1) Integration with entirety and personality

The teaching method for common disciplines is the entirety method. As personality training and quality-oriented education is advocated today, the author advocates a training method of integration with entirety and personality, in order to promote the development of students' emotional cultivation. To have an overall grasp according to the characteristics of each class, the entire teaching content and teaching method are developed. For example, some classes have an active atmosphere, but which are easy to be out of control; some classes have a good classroom discipline, but with a positive atmosphere. So there is a need to take appropriate measures based on such

overall characteristics. The personality training is provided for the students on the basis of overall grasp. Every student has personality differences. As an important part of quality-oriented education, art education should promote the development of students' personality. The educator must respect the students' personality differences, and positively create an environment that is conducive to the growth in teaching; in the appreciation of works, the educator should often communicate with students, in order to grasp their psychological state and then provide intuitive guidance.

(2) Direct and indirect complement

In art teaching, the direct method is the teaching method commonly used by art teachers. Art teachers can directly communicate feelings with students by their own words and deeds, encourage and affirm students and let students have a sense of participation. However, the students' perception is the key to education. We should pay more attention to the emotional experience of students in art teaching. Suhomlinski said that, to perceive and appreciate beauty is the basis and key to aesthetic education, as well as the core of aesthetic quality. The indirect method is also a very important cultivation method. Art embodies human emotion, art comes from life, but is higher than life, and the artist's artistic spirit and emotional expression of art infect the students.

(3) Integration with emotional experience and image performance

Emotional experience in art teaching is essential. First of all, teachers should create a scenario to allow the students to perceive and appreciate beauty. Teachers should induce students to produce feelings related to teaching content through their own language, expression and action. Speaking of the garden, teachers can broadcast some melodies, and should be good at inspiration, and make full use of a variety of teaching methods. Secondly, teachers should enrich the teaching model, lead the students to feel the beauty of nature in the spring blossom season, or let students feel the hardship of labor and joy of harvest in the fruitful autumn, so that the students can inject such emotion in their art works after personal experience.

3.4.3 Teachers' self-improvement in art teaching

(1) Art teaching needs to respect students' emotion

Quality-oriented education focuses on the development of students' personality, and the subjectivity of students should be reflected in educational activities. For example, in the process of art appreciation, some students may have different ideas and understandings of a work. Teachers should fully respect the students' ideas and opinions, and give more considerations from the students' point of view. In the teaching process, art teachers should keep a warmhearted, lenient and friendly attitude towards each student, and establish harmonious teacher-student relationship. "Teacher-student relationship is a key link in the education

process, but also the most basic and the most important interpersonal relationship in teaching. A good teacher-student relationship must be established between teachers and students."

(2) Art teaching fully integrates with aesthetic appreciation

Comprehensive development of aesthetic ability of middle school students is one of the most important tasks of art activities, thus allowing students to understand beauty, feel beauty and create beauty. Nowadays, fashion elements are very popular. If the teenager does not have aesthetic values, it is vulnerable to negative impact. For example, because of the existence of "non-mainstream" culture, dressiness and even life style of many students are non-mainstream. In the art teaching class is not only be rational communication, nor simply imparting theoretical knowledge, but needs to lay more emphasis on emotional experience, and let students imagine, create and vent their emotion and confront life emotionally. In the process of art teaching, teachers should use the aesthetic value of art works to enrich the students' emotion, or use the artists' personality charm to infect students' emotion, or create a scenario for students to experience emotion, and attract students by a variety of teaching model to let them actively devote to learning.

4 CASE ANALYSIS OF ART APPRECIATION TEACHING OF EMOTIONAL CULTIVATION FOR TEENAGER

Based on the above research content, the author tries to conduct teaching experiment through the following cases, aiming at perfect combination with art education and emotional education for the teenager.

Case: Into the Figurative Art

Teaching object: junior middle school students and senior high school students

Content structure: Part I: to introduce the characteristics of figural art through stories; Part II: to explain three characteristics of figural art through works: (1) visual authenticity or objectivity; (2) typicality of artistic image; (3) scenario or narrativity; Part III: how to appreciate figural art; Part IV: how to evaluate the figural art and its meaning.

Teaching key points: this lesson is aimed at enabling students to have a further understanding of figural art, and focused on explanation of three major characteristics and their functions.

Teaching difficult points: to distinguish the initiative of figural art

Teaching objectives: to enable students to master the concept of beauty, treat beauty with perceptual thinking and understand beauty with rational thinking.

Cognitive objectives: to understand a number of Chinese and foreign art works, and master the basic knowledge of figural art.

Ability objectives: to improve students' ability to

analyze figural art, develop students' association and imaginative thinking.

Emotional objectives: to stimulate students' interest in art learning, and cultivate students to feel life with a heart of aesthetic appreciation.

Development objectives: to cultivate students' self-learning ability, and cultivate students to complete learning tasks in cooperation and mutual assistance.

Student analysis: (1) through learning this lesson, to let students know that painting is not appreciated based on the standard of "like or dislike", and understand that "like" is a manifestation of figural art. Through discussion with students and task feedback, the students have certain cognition and understanding of the figural art; (2) Limited by conditions, students have very little cognition of art. Teachers need to expand student's vision through a large number of pictures and masterpieces; (3) The key is to distinguish the initiative of figural art. Figural art is initiative reaction to reality, rather than passive simulation.

Teaching methods: expository method, observation method, discussion method

Pre-class preparation:

To collect all kinds of information, pictures and videos to complete a courseware, make full use of multimedia resources and transmit visual effects, in order to let students intuitively feel beauty by visual and auditory sense; to interact with students, answer questions and let students rationally treat beauty and appreciate beauty; to advocate students to keep beautiful eyes and attitude towards life, and treat all things around.

Teaching process:

Part I: To lead in the course, to lead in today's course by a little story of ancient Greece, so that the students can feel the characteristics of figural art and figurative beauty in the process of listening to the story.

Question: Why does Zhou Kesi say to Palhasios: "You win"?

Students positively answer: because the block cloth of Palhasios in the story is painted on, just painted so like, even the opponents believe true.

Part II: Teaching of new lesson.

1. To show a group of figural works, to make students feel the charm of figural art.

2. *Along the River during the Qingming Festival* of Shanghai World Expo in an electronic version, with a total of four minutes, day and night.

Teacher: *Along the River during the Qingming Festival* in an electronic version is a treasure of Shanghai World Expo, which achieves a dynamic effect by means of high technology, such as people moving and water flowing, completely restoring scenes of life in the Northern Song Dynasty.

After the play, the teacher raises some questions, such as: the architecture, clothing, customs and other characteristics of the Northern Song Dynasty. It will be helpful for the students to feel the peace and pros-

perity of the Northern Song Dynasty, so that we can deeply understand China's long history and ancient culture. To play the images of the Pope Innocent X, to let students observe the expression of the characters and tell feelings.

Teacher said: after the completion of this work and showing in the hall, many ministers and underlings felt that true Pope was sitting there, and they hurriedly remove the hat to give a salute. Even the Pope himself said: "so like, so like". Students, please feel the charm of figural art.

3. To combine with the work, the teacher explains the characteristics and role of figural art.

4. To show pictures in the textbook, and explain how to appreciate art works from two aspects: portrait and theme.

Scene simulation --- *The Death of Marat*

To analyze the case of the death of Marat, the stabbed wound clearly visible, blood in bathtub and liquid medicine mixed together, bloody weapon lost on the ground. The image has a dignified and solemn atmosphere, which is a work in praise of heroism.

Part III: Works appreciation.

Part IV: Discussion and conclusion

After-school analysis:

The content of this lesson seems to mainly reach objective of knowledge, but actually pays more attention to the cultivation of emotional objectives. When the students appreciate the classic masterpiece - *Along the River during the Qingming Festival*, the animation in the electronic version restores the true scenes of the Northern Song Dynasty, so that the students can feel the living conditions of the Northern Song Dynasty. Seeing moving people and objects, the students may be moved by real and vivid images. We understand the customs and habits, architecture, aesthetics, and humanities of the Northern Song Dynasty, and we understand China's excellent traditional culture. The students will be shocked by such a great work, which is an emotional change clearly felt by the teacher in class. Blood Stained Garment and Tianheng Five Hundred stimulate the students' patriotic emotion and so on. In short, in the process of art teaching, the knowledge objective is not a sole key point. More importantly is to develop students' emotion, and establish correct aesthetics, values and outlook on life in the visual flood today.

5 CONCLUSION

Art is closely related to history, humanity, social environment and cultural inheritance, which can enrich human emotion, cultivate human sentiment and establish a correct value and outlook on life. Therefore, art education has an important impact on the emotional cultivation for teenager. It is self-evident that the implementation of art education in junior / senior high school is of important significance. Art education can

not only increase students' knowledge of art theory, enrich the students' perceptual thinking, broaden the students' aesthetic horizons, experience the artists' emotional infusion and artistic charm, but also better cultivate the students' moral sense, aesthetic sense and artistic accomplishment, and help students to form a sound personality, kind-hearted mind and have eyes to find beauty, thus becoming a comprehensively developing talent.

This paper researches the relevant theory of emotional education, relationship between art education and emotional education, and implementation plan of art curriculum on emotional cultivation for teenager, but also analyzes the influence of art education on the emotion of teenager, and carries out a more systematic elaboration of the art teaching process for teenager by taking the art appreciation curriculum on emotional cultivation for teenager as an example, in order to achieve perfect combination with art education and emotional education, so that the teenager can establish correct aesthetics, values and outlook on life.

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