

Research on the Current Situation and Development Path of Public Art Education in Contemporary Colleges and Universities

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Colleges and universities are an important stage of “moral cultivation” and they are the key to cultivate talents, which play an indispensable role in public art education. Public art education in colleges and universities plays an important role in cultivating college students’ aesthetic ability, cognitive ability, innovation ability, etc., but there are still development difficulties in the aspects of development concept, cultural practice, system implementation, etc. Problems in the development process should be solved. It is necessary for colleges and universities to carry out systematic reform from the aspects of public art education policy support system, curriculum teaching system, teacher team system, art activity system, etc. Clarifying the orientation of public art education in colleges and universities, allocating public art education teachers, scientifically setting up public art education curriculum system, and promoting cultural inheritance and innovation are the current exploration paths for the development of public art education in colleges and universities.

Keywords: colleges and universities, public art education, current situation, exploration path

Public Art Education in Colleges and Universities

Trends in Public Art Education

Public art education refers to the education of non-professional people in the aesthetic field. The word “public” can show its popularity and extensiveness.

The development of contemporary art is going through a stage from breaking the elite’s control over the classic art ivory tower to art popularization and socialization. With more and more museums, art galleries and school education participating in the development of contemporary art, public art education has become a way for the public and society to communicate, contact and interpret according to certain needs. Under the background of great education and the trend of art popularization, improving artistic accomplishment is a major goal of public art education in China.

Policies Related to Public art Education

Public art education is conducive to cultivating talents with all-round development of morality, intelligence, physique, beauty and labor. It is an important part of educating talents for the Party and the country. The state has formulated many policies on public art education: in 2002, the Ministry of Education issued the Work Regulations on School Art Education, which clearly stipulates how to promote art education in

schools at all levels; In 2006, the General Office of the Ministry of Education officially referred to the art education specifically for non-art majors in colleges and universities as public art education in the National Public Art Curriculum Guidance Plan. In 2014, Several Opinions on Promoting the Development of School Art Education issued by the Ministry of Education included the public art course in the series curriculum system of colleges and universities; In 2019, the Ministry of Education explicitly required public art courses and art practices to be incorporated into college talent training programs in the Opinions on Strengthening Aesthetic Education in Colleges and Universities in the New Era, and encouraged college students to take elective courses related to public art.

Public Art Education in Colleges and Universities

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has attached great importance to the work of literature and art. He linked the development of China's literature and art with the great rejuvenation of the Chinese nation, and raised the status and role of literature and art to an unprecedented height, which pointed out the direction for the development of public art education in colleges and universities. The public art education in colleges and universities is aimed at non-professional students. It is different from the skill learning of professional art education. It focuses on cultivating students' appreciation ability and perception ability, improves students' ideological realm by aesthetic education, guides students to establish a comprehensive outlook on life, world outlook and values, and cultivates all-round talents.

Current Situation of Public Art Education in Colleges and Universities

Achievements in the Construction of Public Art Education in Colleges and Universities

(1) The public art education management system has been preliminarily established.

Since the state issued relevant documents on art education, colleges and universities have generally been able to implement the relevant regulations on public art education according to the actual situation of the school and combined with the characteristics of the school, besides, they regard the public art course as an important part of the establishment of civilized campus and the improvement of college students' quality. Most colleges and universities set up organizations, improve rules and regulations, set up special funds, equip full-time and part-time teachers, and bring public art education into school teaching quality evaluation, so that public art education in colleges and universities becomes an important channel to improve students' humanistic quality and aesthetic cognition.

(2) Public art education courses are gradually systematized.

In terms of the number of courses, most colleges and universities can offer multiple public art general elective courses for students' interests, and integrate public art elective courses into the school's talent training program. The quality of public art courses in some colleges and universities is so high that they are identified as provincial-level excellent courses. Each school can pay attention to the construction of teachers, optimize the proportion of full-time and part-time teachers, improve the teaching level and scientific research ability of public art education teachers, and basically guarantee the teaching level of courses.

(3) The public art teaching practice has achieved remarkable results.

Most colleges and universities attach importance to the establishment of art associations and the construction of art education practice and education platforms. Some colleges and universities can regularly

organize performances, exhibitions, and exchange popular art activities for all students. These are conducive to the inheritance of excellent culture among students, so that the spirit of aesthetic education can be carried forward in national culture, and the effect of education is obvious.

(4) The hardware and software conditions of public art education have been significantly improved.

In hardware aspect, most colleges and universities are constantly improving the teaching conditions of public art education, such as establishing dance classrooms, vocal music classrooms, multimedia classrooms and college students' activity centers, and adding art books, audio-visual materials and various musical instruments. Public art education and teaching facilities can basically reach or even exceed the national standards. In software aspect, many colleges and universities attach importance to the construction of public art education teachers, insist on introducing sufficient professional art teachers, and improve the overall level of teachers by rewarding degree study, conducting post training, holding teaching competitions and other forms.

The Current Difficulties of Public Art Education in Colleges and Universities

(1) The concept of public art education in colleges and universities is biased.

Many colleges and universities have different orientations and ideas for public art education and professional art education. The former aims at students who are not art majors in colleges and universities, cultivating their artistic accomplishment and aesthetic taste, while the latter aims at students who are art majors in colleges and universities, cultivating technical talents from the perspective of skill training. In our present education concept, many people have not yet realized the importance of art education, and lack of correct cognition of public art education. The public art education courses in many colleges and universities are also less valued than the professional cultural education, which leads to the public art education courses of many college students become a mere formality, unable to meet the diversified and personalized needs of students for art education, and is not conducive to the cultivation of all-round talents who are moral, intellectual, physical, artistic and laborious.

(2) The teachers of public art education in colleges and universities are insufficient.

The construction of teaching staff is a strong guarantee to enhance the quality education of college students, consolidate the public art education in colleges and universities, and promote the construction of the cultural connotation of higher education. However, there are still many problems in the faculty of public art education in colleges and universities, such as the unbalanced structure of teachers, the weak scientific research ability of teachers, and the need to improve the teaching level. At present, the attention of teachers in the field of public art education is obviously lower than that of teachers in the mainstream culture curriculum. At the same time, the public art education in colleges and universities has problems of unstable teacher power reserve and great talent mobility. On the one hand, due to the constraints of teaching funds, the number of establishment and other factors, the number of public art teachers in colleges and universities is insufficient, the teacher team is unstable, the professional level of part-time public art education teachers is not enough, and some teachers' professionalism needs to be improved. All these have adverse effects on the quality of the curriculum. On the other hand, some domestic colleges and universities think that the importance of professional skills education is superior to public art education in concept, and they are unwilling to invest too

much manpower and material resources in public art education, so that resources cannot fully flow into the field of public art education and cannot serve for art education of college students.

(3) The teaching design of public art education in colleges and universities lacks flexibility.

The rich and colorful extracurricular art practice activities in some colleges and universities cannot effectively supplement the classroom teaching, the public art classroom teaching and extracurricular art activities do not organically combine, the classroom teaching is lack of public art education case study, role playing and scene creation teaching methods, still mainly in the traditional lecture-style teaching; The existing teaching mode takes teachers as the main body, emphasizes teachers' drills and students' exercises, attaches importance to teachers' speaking and students' listening, lacks innovation and creativity in teaching mode and curriculum design, is relatively rigid, the classroom teaching atmosphere is dull, lacks teaching interest, and neglects the integration between cross disciplines. All these factors lead to the lack of enthusiasm of students.

3. The Exploration Path of Public Art Education in Colleges and Universities

Considering the actual situation of colleges and universities, in order to solve the bottleneck problem in public art education in colleges and universities, systematic reform should be carried out from the aspects of college education orientation, curriculum teaching system, faculty building system, cultural inheritance, etc.

Clarify the Orientation of Public Art Education in Colleges and Universities

Colleges and universities should carefully examine the orientation of education and teaching, conscientiously implement the spirit of documents related to art education formulated by the state, attach importance to public art education, bring public art education in schools into the important agenda, scientifically formulate the implementation plan of public art education, and clarify the value orientation and function of teaching. On the one hand, they should attach importance to the design and implementation of public art education courses, On the other hand, we should enhance the discipline status of public art education in the entire education system. Under the background of educational reform, the Ministry of Education clearly proposed that ordinary colleges and universities should set up special public art education and teaching institutions. Therefore, all colleges and universities should establish independent "public art education centers" when conditions permit. The Public Art Education Center can set up the Teaching and Research section of music and dance, the Teaching and Research Section of Art Introduction and the Teaching and Research Section of Fine Arts to improve the public art education institutions.

Equipped with a Team of Public Art Education Teachers

First, rationally allocate teachers. Public art courses have certain general characteristics, which should not only adapt to the knowledge background of professional students, but also adapt to the actual needs of non-professional students, which puts forward higher requirements for the teachers of public art education. Some colleges and universities generally adopt the teaching mode of "one teacher with multiple specialties" to let teachers without relevant knowledge and experience engage in auxiliary teaching, which leads to the low level of the overall public art education teaching in colleges and universities. For this, colleges and universities should pay attention to the construction of the teacher team structure, optimize the structure of teachers' qualifications, do a good job in the introduction and training of public art education teachers, and ensure that

the teacher team has vitality and vitality. Second, strengthen the construction of the teaching staff. Colleges and universities should guide teachers to fully understand the positive role of public art education in talent training, cultural strengthening and other aspects, and solve the problems that teachers attach more importance to art than education and attach more importance to specialty than culture through training and college exchanges, so as to improve the teaching quality of public art education teachers. At the same time, colleges and universities should have regular training and assessment of public art education teachers to improve the teaching level of public art education.

Scientifically Setting up the Curriculum System of Public Art Education

First, set up courses scientifically. The purpose of public art education in colleges and universities is to improve students' humanistic quality and aesthetic ability, and to develop students' creativity and imagination. Colleges and universities should deeply realize that public art education courses are indispensable courses and must be included in the talent training program. In terms of the categories of art courses, it is necessary to organically integrate different disciplines, set up multi-level, multi type and extensive public art courses, combine students' actual learning ability and physical and mental development characteristics, and focus on the educational purpose to do a good job in scientific curriculum design. At the same time, combining with the regional characteristic culture of the school, the art education resources can be explored. Folk art courses with strong cultural characteristics can be set up according to the regional characteristics, so as to guide students to be enthusiastic about various types of culture, inherit and carry forward various kinds of Chinese culture.

Second, standardize the teaching order. Public art education in colleges and universities should strengthen the management of the use of textbooks, curriculum management, teaching arrangements and other aspects, and guide teachers in lesson preparation and teaching by means of discussion and demonstration. In order to achieve the teaching effect of students from theory to practice and then to theory, public art teaching should focus on strengthening the practical teaching link, organically combining theory with practice. Take Nanchang Normal University as an example, it focuses on art practice teaching. The University has successively established choirs, orchestras, folk bands and dance troupes, and has set up a special exhibition hall of Jiangxi Folk Dance Culture Base in the school training building, which has played a very good teaching effect. All colleges and universities should encourage teachers to actively adapt to the individualized choice and interaction needs of college students in education. They should make full use of modern information technologies such as intelligent teaching and virtual simulation to build a learner centered public art education and enhance the appeal of public art education to students.

Integration of Public Art Education and Cultural Inheritance in Colleges and Universities

Public art education in colleges and universities relates to national cultural development strategy and the improvement of talent training quality in colleges and universities. It should adhere to socialist core values, actively excavate traditional culture and regional cultural resources, and accurately grasp the cultural characteristics and cultural inheritance of tradition and region. As an important carrier to promote our excellent culture, public art education in colleges and universities should aim to practice the concept of establishing morality and educating people, improve the teaching quality of public art education, and insist on the integration of cultural inheritance and education teaching. Cultural activities are also an important medium for

the communication of public art education. Public art education in colleges and universities can provide students with a platform for art practice and self-display by holding various activities such as art exhibition and elegant art on campus. For example, Nanchang Normal University has set up several research platforms, such as Jiangxi Folk Dance Culture Research Center, Jiangxi Folk Music and Nanchang Qingyin Inheritance Center, and has established research teams, such as Jiangxi folk music and dance culture research and artistic voice research. Through the above platform and team, the college introduced Jiangxi folk exercise dance, Gannan tea picking song and dance, and Nanchang voiceless music into the classroom, spread Jiangxi characteristic regional culture, red culture and traditional culture, and achieved a good role in educating people.

Conclusion

In general, under the support of national policies and in the active exploration of colleges and universities, the public art education in Chinese colleges and universities has made remarkable achievements. The curriculum construction of public art education is diversified and hierarchical, the software and hardware conditions of public art education have been significantly improved, and the teaching practice of public art education has achieved remarkable results. However, there are difficulties in the development of education orientation, teaching teachers, teaching design and other aspects. Public art education is still a weak link in college education and teaching, which affects the function of public art education. This paper puts forward some suggestions on these difficulties and how to better promote the development path of public art education. To sum up, public art education in colleges and universities should combine the actual development of colleges and universities, focus on the central work of training talents, seize the opportunity, and make public art education play an important role in the process of cultivating students' all-round development.

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