

Research on the Present Situation and Development of Public Art Education in Universities

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Abstract: Public art education is the important way of cultivating students' healthy personality and healthy mentality, and also lead the student through the direction and the main carrier of the value orientation, through to the beauty of goodness and subtle way, cultivate students' aesthetic emotion and moral sentiment, thus carry out the basic task of Khalid ents, development of quality education. Accelerating and promoting the construction and development of public art education is not only the due meaning of the development of higher education in the new era, but also an important way to cultivate socialist builders and successors.

Public art course is a very important part of the Chinese higher education curriculum system, and it is the main way to implement aesthetic education. There is a big difference between public art education in colleges and universities and professional art education. The education group of public art education is all college students, but does not include professional art education students. There are essential differences between them in the scope of knowledge, the scope of influence, the purpose of teaching, and the cultivation methods. The courses of public art rescue and education in colleges and universities are mainly based on art, music, dance and other art courses, supplemented by other art courses, including theoretical courses and practical courses. In the study and practice of public art courses in colleges and universities, through learning relevant art theories, appreciating and analyzing artworks, and participating in various art activities, we can establish correct aesthetic concepts, cultivate elegant aesthetic taste, and improve our comprehensive quality. Also need more understand and absorb domestic and foreign outstanding artistic achievement, understanding and respect diversity, development innovation spirit and practice ability, improve feel beauty, beauty, appreciate beauty and create beauty ability, in order to improve college students' artistic accomplishment and comprehensive cultural quality, promote art comprehensive and harmonious development of morality, intelligence and physique, further cultivating innovative compound talents.[1]

1. Related Policies and Importance of Public Art Education in Colleges and Universities

1.1 Relevant Policies of Public Art Education in Universities

The Outline of China's Education Reform and Development points out that "aesthetic education plays an important role in cultivating students' healthy aesthetic concepts and aesthetic abilities,

cultivating noble moral sentiments and cultivating all-round talents." [2] In June 1999, "the central committee of the communist party of China under the State Council on deepening education reform, comprehensively promote quality education decision" point out: "in order to improve the national quality as the fundamental purpose, to cultivate students' innovation spirit and practice ability as the key point, make with ideal, morality, culture and disciplined physique and comprehensive development of builders and successors of the socialist cause." [3] The 18th National Congress of the Communist Party of China put forward: "We should insist that education serve the socialist modernization drive and the people, take improving morality and cultivating people as the fundamental tasks of education, comprehensively implement quality-oriented education, train socialist builders and successors who are well-developed morally, intellectually, physically and aestheticism, and strive to run education that satisfies the people." On September 10, 2018, the National Education Conference proposed for the first time: "Train socialist builders and successors who develop morally, intellectually, physically, aesthetically and labor in an all-round way." In March 2006, the General Office of the Ministry of Education issued the National Public Art Curriculum Guidance Plan for Ordinary Institutions of Higher Learning, which clearly stipulates that "ordinary institutions of higher learning should include public art curriculum in the teaching plan for undergraduates of various majors. Each student is required to take at least one of the limited art elective courses and pass the examination while studying in school. For institutions of higher learning with credit system, each student should obtain at least 2 credits through the study of art limited elective courses; Students who have completed the required credits will be eligible to graduate." [4] 2019.3 The Ministry of Education issued "Opinions on Strengthening Aesthetic Education in Colleges and Universities in the New Era" pointed out that "aesthetic education in schools is the work of bacon casting the soul, improve students' aesthetic and humanistic quality, and comprehensively strengthen and improve aesthetic education is an important task of higher education at present and in the future." [5] As the backbone of national construction and development in the future, strengthening the aesthetic education of college students is also the key content for colleges and universities to carry out the fundamental task of cultivating moral and human beings and train successors for the all-round development of moral, intellectual, physical, aesthetic and labor.

1.2 The Importance of Public Art Education in Colleges and Universities

For a long time, because of the urgent demand for talent in the construction of the country and society, the exam-oriented education has been in a leading position in China for a long time. The phenomenon that traditional exam-oriented education emphasizes scientific knowledge such as mathematics, physics and chemistry and weakens humanistic education has become the problem of lagging behind the development of modern education. In particular, public art education has been marginalized for a long time, which will lead to the cultivation of senior talents are generally highly intelligent talents, but there will also be an ideological disability or weak aesthetic taste. With the rapid development of our society, the need for talents to cultivate comprehensive talents, so, the all-around development of people and the comprehensive implementation of quality education is imminent. And public art education just is a comprehensive open man's essential quality for characteristics, to the intelligence, promotes the true nature of developers as the basic content, in order to form a sound personality, to form noble moral sentiment, stimulate the creative potential, improve the aesthetic ability, realize person's full-scale development as the basic goal, is to emphasize the people-oriented, pay attention to individualized education in an all-round way. Related courses of public art education in colleges and universities are helpful to cultivate and exercise the creativity of college students. The visualization of works of art is conducive to the

development of our creativity. As a non-semantic information, art has the characteristics of freedom, ambiguity and uncertainty, which brings a huge space for association and imagination for our understanding and deduction of works, enriching our creativity. The related courses of public art education in colleges and universities can play a positive role in promoting the mental health education of college students. Due to the intensification of international competition in today's society and the increasing complexity of interpersonal communication, students are under increasing pressure in study and life, and their mental health is also undergoing great challenges. Regardless of job hunting or entering higher education, some college students who are still in school are more or less there are some psychological disorders or mental diseases. So, the construction of good psychological quality of college students is especially important, and the public art education has the important function of emotional catharsis, through the art appreciation or deduction, can improve the college students to the pursuit of truth, kindness, beauty, thus shaping the rich mind and emotion world, make balance of the human spirit, emotion regulation and vent, It is of great significance to cultivate the good psychological quality of college students. Public art education is an important way for colleges and universities to cultivate students' healthy personalities and mentality, as well as an important carrier to guide students' ideological direction and value orientation. Accelerating and promoting the construction and development of public art education is not only the due meaning of the development of higher education in the new era, but also an important way to cultivate socialist builders and successors.

2. The Status Quo of Public Art Education in Colleges and Universities

At present, colleges and universities all over the country are actively promoting comprehensive quality education to cultivate high-quality talents with innovative spirit and practical ability. However, there are still some problems to be solved and improved in the teaching practice of public art education in colleges and universities, such as weak teachers, lack of reasonable design of curriculum, and low degree of interdisciplinary integration. Therefore, in the practice process of public art education and teaching in colleges and universities, it is necessary to comprehensively implement the teaching measures of public art education and teaching in colleges and universities from multiple angles, various teaching methods and various teaching contents, and refine and adjust the talent training objectives based on the reality of public art education and teaching in colleges and universities. So that the training of talents can achieve the corresponding training requirements in the training of clarity, pertinence and specific implementation of training.[6]

2.1 The Orientation of Public Art Courses is Unclear

Public art education and art education curriculum orientation is different, public art education is for African art professional college students, in common colleges and universities aim at is to cultivate students the comprehensive artistic accomplishment and noble aesthetic temperament and interest, while the professional art education from the perspective of skills training, training of vocational art talents. But for a long time, educators have blurred the positioning of the two courses. Since most of the teachers graduated from professional schools, the teaching concept of public art courses also follows the learning mode of professional schools, and the curriculum training program, teaching content, teaching mode and other aspects unconsciously tend to the road of professional education, attaching importance to skills rather than cultivation, and attaching importance to achievements rather than process. However, the two are quite different. As an educator, we must understand that college is an important stage in the formation of students' outlook on life, values and world outlook, and the cultivation of aesthetic education is indispensable. Public art education must clarify educational objectives and educational concepts,

guiding students to gradually complete personality shaping, cultivating sentiment and self-development.

2.2 Public Art Courses are not Compulsory

The non-mandatory provisions of public art curriculum implementation also affect the implementation effect of public art education in ordinary colleges and universities.[7] Each student is required to take at least one of the limited art elective courses, with a credit score of 2, and pass the examination while studying in school. Although the curriculum orientation of public art education is clearly defined in the National Public Art Curriculum Guidance Plan for Ordinary Institutions of Higher Learning, there are still some deviations in the implementation. The course of public art is usually a general course selected by the whole university and carried out as an elective course. Most universities do not set it as a restricted elective course. The nature of the course affects the effect of the development of art courses. The ultimate goal of art education is to meet the quality and ability development of all students. The insufficient number of courses will also affect the results of public art education.

2.3 The Curriculum of Public Art Education is Unreasonable

According to the National Public Art Curriculum Guidance Plan for Ordinary Colleges and Universities, it is proposed that art appreciation should be given priority to, and art practice, art history and art criticism should be actively set up, aiming at the cultivation of students' art appreciation ability and aesthetic habits through the combination of practice and theory. The setting and construction of public art education courses in colleges and universities should be multi-level, and should be based on multi-disciplines to cultivate and develop students' ability to understand artworks, and follow the principle of course selection step by step. Public art courses in some colleges and universities do not start from the course itself, but from the professional perspective of teachers, which will lead to the lack of hierarchy and continuity of curriculum content. We should also pay attention to the diversity and pluralism of curriculum culture.

The classroom teaching of public art in colleges and universities has not been fully combined with extracurricular art activities, and the rich and colorful extracurricular art practice activities can not effectively supplement the deficiencies of classroom teaching. Classroom teaching is still dominated by traditional teaching, and there is a lack of teaching methods such as case study, role play and scene creation in public art education. The existing teaching models are almost teachers as the main body, attach importance to teachers' speaking and students' listening, and emphasize teachers' drills and students' exercises, which are relatively lack interest, which will lead to a less active classroom atmosphere, unable to mobilize students' enthusiasm and low interest in learning.

2.4 Public Art Education Teachers are Weak

Limited by the professional characteristics of the school, its teachers and hardware facilities can not meet the relevant requirements of curriculum setting. The opening rate of art courses is relatively low, especially the proportion of practical courses is less. The number of courses is insufficient, and the course content is segmented. Students cannot choose corresponding courses according to their own interests and aspirations, and it is difficult to carry out the purpose of art education in the classroom.

3 Research on the Development of Public Art Education in Colleges and Universities

3.1 Clarify the Nature and Requirements of Public Art Education Courses

It is clear that the nature of the public art education course is a compulsory public elective course. According to the provisions of the National Public Art Curriculum Guidance Plan for Ordinary Institutions of Higher Learning, the graduation qualification can be obtained only after obtaining credits. Such a setting of course nature will make students realize the importance of public art education courses and put public art courses on an equal footing with courses of other disciplines. Schools should implement this policy seriously and strictly. On this basis, students can choose any course to study after obtaining the required grade. Therefore, colleges and universities should set up sufficient public art education courses in accordance with the National Public Art Curriculum Guidance Plan for Ordinary Institutions of Higher Learning. Ensure that all students can participate in the study of public art courses, and gradually acquire the "aesthetic ability to perceive beauty, expressing beauty, appreciating beauty and creating beauty" in artworks.[8]

3.2 Strengthen the Comprehensive Construction of Public Art Teaching Courses

To build a multi-level and systematic curriculum system that combines universal public art knowledge education courses with specialized art skill training courses. The teaching content of the popular public art knowledge education course focuses on introducing the history and styles of various arts and tends to guide students to appreciate the excellent representative works in human history from the aesthetic perspective. The teaching goal of universal public art knowledge education is to narrow the distance between non-major art students and various arts, so as to cultivate students' ability to feel various kinds of beauty. In addition, on the basis of universal art knowledge education courses, special art skills training courses should be actively set up to cultivate students' innovative consciousness and stimulate their innovative potential. The teaching goal is to improve students' self-knowledge and self-shaping ability through their special artistic practice ability.

The public art discipline and non-art discipline will communicate and complement each other, and establish a comprehensive art and multidisciplinary interdisciplinary curriculum system. Public art teaching cannot be completely independent of other disciplines. According to the characteristics of students' various disciplines, colleges and universities should conduct targeted research and set up corresponding cross-disciplinary public art teaching courses, so as to cultivate students' understanding of the world and themselves, and cultivate students' artistic creativity, so as to achieve comprehensive teaching. The school has become the main organization of personnel training and cultural dissemination and creation activities. China has a vast territory and abundant resources, rich historical and cultural accumulation, and the folk art and culture of various ethnic groups are very rich, with obvious regional characteristics. We should attach importance to intangible cultural heritage and folk art, vigorously promote traditional Chinese culture, root culture in the classroom of public art education, and improve students' recognition of traditional culture and cultural confidence. Through the students' excellent artworks and other ways to show the charm of China. On the other hand, different regions have different cultural characteristics and advantages, and the unique features of regional culture are reflected in the courses of public art education in colleges and universities. In view of this, the public art teaching courses in ordinary institutions of higher learning should be based on the unique art resources in the places where the institutions are located, and the courses with both ethnic characteristics and local cultural and historical background should be constructed to give full play to the advantages of ethnic and folk art resources.

3.3 Strengthening the Construction of Teaching Staff in Public Art Education

The professional characteristics of teachers determine that teachers must be moral people. A qualified teacher must be morally qualified, and a good teacher should first of all be a model of virtue. Khalid enters by means of public art education and the goal of aesthetic education teachers is an important mission of the school to promote the art of and forms for the teachers' ability training mechanism, and promote the art teaching, guide the general course and specialized course teachers of fine arts disciplines to raise the level of art, aesthetic education, strengthen & art teachers. Instruct non-art professional course teachers to strengthen the art penetration subject course. By absorbing high-quality art teachers and employing high-level part-time teachers outside the school, a team of public art teachers in universities and colleges can undertake the public art curriculum system with Chinese characteristics. Institutions of higher learning of art teachers team construction is a long-term systematic education work, to form the "aesthetic education" concept and teaching atmosphere, arouse the teacher's initiative, can in planted the seed of "beauty", further enhance the level of ornamental beauty, beauty and create beauty, and show "with aesthetic education, to the intellectuals and the art of" [9] the purpose, So as to promote the comprehensive quality of college students.

3.4 Strengthen the Construction of Public Art and Culture On Campus

Adhering to the basic tenet of "educating people with aesthetics and educating people with culture", we carry out regular art activities such as the Welcome party for new students and May 4th party to help students develop their artistic interests. By holding weekend concerts, art salons and other art experience activities, students are attracted to participate in sharing the beauty of art. A small art theater will be set up to put traditional arts and culture such as musicals and traditional operas on the art stage. Activities such as graduation music season and music season are held to meet students' demand for high art. We will cooperate with teachers, social resources, technical resources and media resources inside and outside the school to jointly carry out public art education in the school. Establish off-campus public art education bases, share curriculum resources with other universities, and carry out educational cooperation with domestic and foreign art institutions, etc. Incorporate public art education practice into the teaching plan. To establish an art experiment and innovation base, encourage students or groups to participate in various art exhibitions and competitions, and expand the influence of the school.

4. Conclusion

Public art course is an important part of the Chinese higher education curriculum system and the main way to implement aesthetic education; Public art education is an important part of quality education and plays an important role in realizing quality education. Public art education can nourish and develop the deep quality of contemporary college students, which is unattainable and irreplaceable by any other education. Public art education will promote the improvement of college students' personality charm and overall quality. To accelerate and promote the construction and development of public art education is not only the due meaning of the development of higher education in the new era, but also an important way to cultivate socialist builders and successors.

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