Research on the Reform Path of General Education Curriculum in Art Colleges

Sha Tao and Wei Xia
Research on the Reform Path of General Education Curriculum in Art Colleges

Tao sha

(Department of Art History, Xi'an Academy of Fine Arts, Xi'an, Shaanxi Province, China, 757710862@qq.com)

Corresponding author

Xia wei

(Department of Landscape Architecture, Xi'an Academy of Fine Arts, Xi'an, Shaanxi Province, China, 754968906@qq.com)

Abstract--The integrated development of general education and professional education is inevitable for cultivating high-quality compound talents in the new era. As a model of professional education in colleges and universities, carrying out general education will enhance national self-confidence and realize the building of a culturally powerful country, respond to the call of the times and achieve the goal of cultivating artistic talents, it is of great significance to enhance humanistic literacy and realize self-worth. However, the current status of general education in art in colleges and universities is that the curriculum system is single, curriculum communication learning is limited, rigid curriculum teaching model, fuzzy curriculum evaluation system. Based on this status quo, it is established that the top-level design is emphasized and the curriculum system suitable for college art students is constructed, with the goal of "professional education," expand the channels of course exchange and learning, combining education quality education to create a teaching model that keeps pace with the times, Based on the teaching goals and content, the path design of the college art general education curriculum system to improve the curriculum evaluation system.

Keywords: General education, Art colleges, Curriculum structure

With the continuous changes in the international situation, the competition among various countries has changed from material round to competition for cultural venues. College art students shoulder the critical mission of cultural and artistic creation and dissemination, carrying out general education in the art of colleges and universities in the future development trend of education.

I. THE CONTEMPORARY VALUE OF GENERAL EDUCATION IN COLLEGE ART

Since the new century, higher education has paid more and more attention to the proportion of general education in universities. General education is more likely to be neglected in college art education training than professional course education. As one of the particular social talents, art students in colleges and universities attach great importance to general education, which has essential value for enhancing national self-confidence, responding to the call of the times, and realizing self-worth.

A. Enhance national self-confidence and realize the strategic needs of building a culturally powerful country

At present, as the realization of the goal of the great rejuvenation of the Chinese nation in our country is getting closer and closer, the people have a higher level of demand for cultural construction,
and the yearning for a better life is getting higher and higher, which makes the education of art students in colleges and universities arouse the country. And the widespread concern of society and parents. However, in the process of investigating the education status of art students in colleges and universities, it was discovered that they lacked cultural self-confidence and lack of cultural self-awareness, which is manifested in the impact of foreign cultures, which led to a decrease in their sense of identity with mainstream culture and a lack of foreign culture. Reasonable judgment, lack of consciousness in cultural practice. However, college art students have their own artistic expertise, which is of great significance to the popularization and dissemination of Chinese culture and is one of the critical forces for cultural inheritance and dissemination. The ultimate goal of building and cultivating artistic talents is to realize "art serves the people" and develop talents with solid theoretical knowledge of art, strong artistic creativity, and high artistic literacy. Therefore, it is necessary to strengthen general education for art students in colleges and universities through general education. Make college art talents shoulder the historical responsibility of disseminating excellent Chinese culture, enhancing national cultural self-confidence, and building a culturally powerful country.

B. Responding to the call of the times and realizing the actual needs of training artistic talents

To portray the appearance of the times and display the spirit of the times, literature and art have increasingly become the focus of attention of countries worldwide. As the current and future backbone, the art students in colleges and universities are vital for responding to the call of the times and giving play to their professional characteristics. Social responsibility. Art education in colleges and universities aims to cultivate students' aesthetic education ability, enhance students' aesthetic awareness, improve aesthetic ability, learn professional skills, express their emotions in art, and promote the truth, goodness, and beauty in life and society. However, due to the particularity of art majors in colleges and universities, the current education has neglected the contemporary problems of universal knowledge needed for comprehensive education in pursuing professional knowledge. Therefore, it is necessary to strengthen general education for art students in colleges and universities while cultivating professional talents, transcend the knowledge and vision of professional knowledge from the overall development of human education, prevent the harm caused by over-professionalism, and help them expand non-professional knowledge and broaden their horizons, exercise personal ability. Art general education in colleges and universities aims to improve the comprehensive quality of college art students effectively, guide art college students to discover the truth, goodness, and beauty in life and society, enhance the sense of responsibility and mission of art college students for the development of literature and art, and cultivate artistic talents with both virtue and art, to achieve the goal of training talents for higher art education.

C. The inevitable requirement for improving humanistic literacy and realizing self-worth

At present, as the competition between countries has changed from the satisfaction of material needs to the competition that is satisfied with the "soft power" needs of ideology, culture, values, etc., how to bravely advance in the vortex of world cultural competition requires the cultivation of cultural construction and talents. Cultivation as a critical initiative. Art students in colleges and universities are one of the important roles of cultural construction, and grasping the general education of art is a key measure to enhance humanistic literacy and realize their self-worth. Although general education first originated in the European education circle, it has formed its deep and gentle European liberal education and liberal education after a long period of reform and innovation. However, the primary educational concepts conveyed in general education in China are also early in the "Book of Changes." "The Doctrine of the Mean," "Huainanzi," and other writings. With the current education reform in China, China has
clearly proposed exploring the combination of general education and professional education to cultivate talents to train art students in colleges and universities. General education points the way. Through the development of general education, it can help art students to continuously improve their political morality and moral cultivation, help them strengthen their ideals and beliefs, clarify their responsibilities and missions of the times, and guide art students to handle better the relationship between individuals and the country, society, and others. To organically combine personal ideals of life with the development of the country and society to achieve the goal of improving humanistic literacy and realizing self-worth.

II. DEVELOPMENT STATUS OF GENERAL EDUCATION COURSES IN ART IN COLLEGES AND UNIVERSITIES

General education has been gradually carried out in college art schools. However, due to the particularity of college art groups and the lack of attention to art general education in colleges and universities, the following problems have been exposed in college art general education development.

A. The curriculum system is single

The curriculum system is the main carrier of talent training and the core content of the professional training plan. It is related to the realization of talent training goals and the implementation of professional training standards. Art students in colleges and universities have significant self-awareness and rich humanistic ideological characteristics, manifested in that they pay more attention to their own inner feelings and demands. In reality, they have novel appearances, distinctive personalities, and significant self-awareness manifested in the development of artistic creation and appreciation. Bring out a rich humanistic spirit. In the process of general education, it is necessary to accurately grasp the students' cognition of the curriculum, especially to handle the relationship between explicit education and invisible education. At present, the university art general education curriculum system has a single setting, the teaching method is outdated, and the assessment mechanism is not perfect. The core curriculum is still based on the rigid inculcation of explicit education. It is impossible to integrate general education and professional education into the existing curriculum. As a whole, the organic combination of the two has led to the insignificant effect of general education in the art category of colleges and universities and even caused them to appear rebellious and resist receiving general education, making general education in the training of professional talents. The effectiveness is significantly reduced.

B. Curriculum communication and learning are restricted

Art students' current general education status in colleges and universities is that their professional knowledge and skills are solid, and the fundamental cultural courses are relatively weak. This is because the current art courses in colleges and universities still focus on professional practices in talent training. After four years of university study, professional knowledge and skills have been continuously strengthened and improved, but comprehensive humanistic literacy has not been improved. The main reason for this phenomenon is that most colleges and universities with arts are limited in their curriculum learning and exchanges in general education development. The development of The rapid development of the Internet has facilitated the communication and exchange of knowledge, and knowledge exchange platforms We-Chat, micro-course resources, and cloud classrooms have also emerged. However, most of these exchange platforms are mainly professional courses, and more miniature general courses are involved. At the same time, due to the different status of universities, high-quality resources are more inclined to high-level comprehensive universities. As the subject evaluation becomes more stringent, the sharing of resources between schools is more restricted. The
above multiple factors lead to limited curriculum exchanges and learning, and courses are improved. Reform cannot be advanced at high speed.

C. The inflexible curriculum teaching model

The teaching mode controls the whole process of teaching activities and how the selection of the teaching mode affects the realization of the whole education effect. Art is a manifestation of freedom and openness. Compared with culture students, art students in colleges and universities engaged in the artwork are more active in thinking, understanding, and accepting new things faster, having a stronger tolerance of knowledge, and facing differences. Artistic ideas and social thoughts are prone to confusion in their thinking, leading to a diversified feature of value cognition. Active thinking and diversified value cognition have higher requirements for the curriculum teaching mode. However, the current college art student curriculum teaching mode does not fully consider the current cognitive status of art students and still uses traditional non-arts. The installation style of students is the main, the teaching mode is single, the teaching of comprehensive literacy knowledge is mainly summarized, and it cannot resonate with students. In classroom teaching, transmission-reception is still the primary method, emphasizing teachers' subjectivity, and cannot mobilize students in the classroom. Participation has led to the rigidity of the curriculum education model, the goal of curriculum education cannot be achieved, and the effect is not ideal.

D. The course evaluation system is fuzzy

Curriculum evaluation is an important measure to improve and upgrade the curriculum in the future. Whether the evaluation system is perfect or not is related to the actual effects of “teaching” and "learning” of the two central bodies, teachers and students. At present, in the process of college art general education evaluation, the teacher evaluation and reward mechanism are not perfect. The online evaluation system has been implemented in all colleges and universities, but general courses' evaluation index and system are still consistent with professional teachers. Achieve the purpose of educating people in general education courses. At the same time, teachers still use classroom attendance and end-of-course exams for student curriculum evaluation. There are no systematic reference indicators for general education-related results, which cannot mobilize teachers to dig deeper into the quality education content of the curriculum and improve the effectiveness of curriculum education.

III. PATH DESIGN OF GENERAL EDUCATION CURRICULUM SYSTEM IN ART COLLEGES AND UNIVERSITIES

Whether college art students can genuinely change their perception of general education requires us to focus on top-level design based on student characteristics, build a suitable curriculum system, expand teaching exchange and interactive platforms, create characteristic teaching models and methods, and systematically improve curriculum evaluation.

A. Attach importance to top-level design and build a curriculum system suitable for college art students

Aiming at the specific group of art students in colleges and universities, a pilot reform was established in professional art colleges to establish a "general education center," which is mainly responsible for the implementation of general education reforms, including how to set up general art courses in colleges and universities, and the selection and training of teachers, evaluation and feedback from students and society. Through the "General Education Center” to implement the "new liberal arts” talent training concept and the reform of the general education curriculum for art students in colleges and universities, the general education curriculum is combined with the art education curriculum, and
the art education general curriculum is set up to integrate the art curriculum between China and the West. The dialectical link between art culture, tradition, and modern art culture realizes the integration of cross-professional and cross-college. For example, "Ancient Literature," "Modern Literature," "Western Philosophy," and "Psychology" and other general aesthetic education courses are set up in the college art general curriculum system. The general education curriculum system takes "General Education Core Courses," "General Education Limited Elective Courses," and "General Education Free Elective Courses" as components. The core courses of general education are opened in the first academic year of the students and are closely integrated with the ideological characteristics of art majors to cultivate students' interpersonal communication and communication skills. The limited elective courses of general education are opened in the second academic year of the students. Selection and professional knowledge linked courses to cultivate students' broad knowledge and abilities, general education limited elective courses are offered in the third year of the university, mainly based on student interests, through questionnaires to investigate the practices of interest to students, to stimulate students' interest in knowledge, and to clarify future career plans and development.

B. With the goal of "professional education," expand the channels of course exchange and learning

The training of professionals is to imitate the talent training model established by the Soviet Union at the beginning of the founding of New China. In the early construction of New China, the training of professionals became a social need and played an important role in the rapid recovery and development of the country's economy. With continuous improvement, significant changes have taken place in educational concepts and demand for talents, and the development of general education has become a new educational model. To realize the free and comprehensive development of human beings, professional education must be combined with general education, with the goal of "professional education" and training art talents with solid professional knowledge and rich general knowledge. It requires a talent training program. The plan will combine the two and revise the existing college art talent training plan year by year. By applying for educational reform topics, we will continue to improve the talent training plan and combine professional social practice with general education activities. For example, in art colleges and universities, we carried out, "Sketch quality education on the road" and "Volunteer service activities in the countryside during the summer vacation," using We-Chat, We-Chat resources, Cloud Classroom and other platforms to carry out results Sharing and communication, combining the characteristics of institutions to break through the barriers to resource sharing between schools, such as the establishment of "ART Art Alliance," "Inter-School Art Salon Studio," "Youth Art Academic Workshop," to realize the interactive sharing of online and offline resources and expand general knowledge Course exchange and learning channels.

C. Combining education quality education to create a teaching model that develops with the times

As one of the main ideas of higher education, the concept of quality education is committed to the overall development of individual college students. The core of general education is to cultivate the overall quality of people. The ultimate goal of both is to cultivate complete people with good personalities and comprehensive and harmonious development. However, the essence of quality education and general education is different. Quality education considers the significance of education development by results, while general education emphasizes the process of education. Therefore, in the process of advancing general education, it should be combined with quality education, implement the "student-oriented" quality education concept, provide quality compulsory and optional courses, emphasize respect for students' independent interests, and choose from students in the second academic
year Personal, professional direction and instructors, combined with the characteristics of the art profession to carry out innovative practice activities. For example, the "Peak Training Camp" is carried out among art students to cultivate students' creative and entrepreneurial ability, and the "Art Support Team" is established to strengthen students' art communication responsibilities through the "Creation Competition on the Theme of General Education," the content of general education and professional education are integrated to help students achieve knowledge integration, flipped classrooms are used in classroom teaching, and classroom activities such as "theme practice courses," "theme debate contests," and "personal creation appreciation" are carried out to mobilize students' classroom participation and achieve good interaction between teachers and students.

D. Improve the curriculum evaluation system based on teaching objectives and content

The goal and content of professional curriculum education are to cultivate talents with high-level professional fields, emphasizing the acquisition of professional skills in a certain field of knowledge by students, while the purpose of general education is to integrate general education and professional education. The professional foundation and a reasonable knowledge structure and abilities must also encourage students to develop comprehensive personality qualities and broad knowledge horizons. Therefore, to promote general education to achieve good results in the art of colleges and universities, it is necessary to improve the curriculum evaluation system. The curriculum evaluation system should cover student attendance, classroom performance, subject practical education participation, coursework completion, and face-to-face examinations. In five aspects, student attendance accounted for 15% of the total percentage, classroom performance accounted for 25%, subject practical education participation accounted for 25%, coursework completion accounted for 15%, and the test situation accounted for 20%.

<table>
<thead>
<tr>
<th>Regular Curriculum Evaluation System</th>
<th>Percentage</th>
<th>Student attendance</th>
<th>Coursework</th>
<th>Rolling results</th>
<th>sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>20</td>
<td>20</td>
<td>60</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Curriculum Evaluation System</th>
<th>Percentage</th>
<th>Student attendance</th>
<th>Classroom performance</th>
<th>Practical education</th>
<th>Coursework</th>
<th>Rolling results</th>
<th>sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>15</td>
<td>25</td>
<td>25</td>
<td>15</td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Evaluation, breaking the traditional examination-only evaluation system, combining student quality education with professional education, and creating unique professional practice teaching that art students are good at.

REFERENCES


