

Research on the Management and Transformation of Public Art Education in Colleges and Universities

CaiJun Shao

Nanjing University of Information Science and Technology, Nanjing 210044, China

Abstract: This paper analyzes the significance of public art education in colleges and universities today by analyzing the characteristics of public art education in colleges and universities. The purpose of public art education is to promote the overall development of students, and colleges and universities are the training bases of high-quality talents, which will have different degrees of influence on college students' expression ability, organizational ability, coordination ability, aesthetic ability, innovative thinking and other aspects. The implementation of public art education in colleges and universities is the need to adapt to the development of modern society and the requirement of talent cultivation in today's era.

Keywords: Colleges and universities; Public art education; Education management; Education transformation

1. Connotation of public art education

In a broad sense, art education in colleges and universities is an important way to implement aesthetic education, and it has a unique and important role in establishing morality and cultivating people. The purpose of public art education in colleges and universities is not to cultivate professional artists, but to cultivate the overall development of college students. Understood in a narrow sense, art education in colleges and universities is the theoretical and practical education for training professional art workers and professionals. For example, this kind of education is now being formally implemented in all professional art colleges and universities, with drama colleges cultivating playwrights, directors, and actors; music colleges cultivating composers, singers, and instrumentalists; and fine arts colleges cultivating painters and so on. The public art education in colleges and universities discussed in this paper belongs to the art education in a broad sense, different from professional art education.

The object of public art education is the whole society, and its object is broad. It focuses on aesthetic education and spiritual civilization education for all groups of society. In terms of educational content, it involves music, art, dance, opera, theater, sculpture, photography, film and other artistic and cultural activities. As an important part of social public education, public art education in colleges and universities is a course for college students.

It refers to the art education activities carried out by colleges and universities for college students. Colleges and universities use art carriers as a medium to cultivate students' artistic sentiments and ideological virtues through classroom lectures, social practices and other forms. Improving the ability of these students to feel beauty, appreciate beauty, create beauty and express beauty helps to enhance the vision and thinking of the student body, thus promoting the overall development of students.

At the same time, public art education in colleges and universities, as an important part of quality education for college students, is an important way to implement aesthetic education in colleges and universities. Public art education in colleges and universities not only refers to art course education, but also includes campus culture and art environment construction, extracurricular and off-campus art education activities. In a way, public art education is a comprehensive and transcendental education. The comprehensive and transcendental nature of public art education determines the irreplaceability of public art education.

2. Characteristics of Public Art Education

2.1 Public nature

The public nature of art education management is firstly reflected in its public welfare. Education is a public utility, containing the basic rights of citizens, and educational equity is the cornerstone of social equity. Therefore, at the macro

level, education cannot be regarded merely as a tool to stimulate individual productivity and creativity and promote economic growth, but must also emphasize the role of education in human development and the development of society as a whole. As an institution of higher education, public art education shoulders the mission of promoting the all-round development of students, reflecting the public interest and improving the quality of internal education. Whether in basic education or higher education, public art education should fully embody the principle of public nature. Art education should be oriented to all students and student development-oriented; every student should have equal opportunities to receive art education; every student should have the right to know the outstanding cultural and artistic heritage of mankind; and every student should have the ability to add color to artistic life. Therefore, the realization of aesthetic education in colleges and universities and the development of aesthetic education with art education as the main means and content is the necessary way for the development of aesthetic education in colleges and universities.

2.2 Educational

Pestalozzi, the Swiss educationalist, points out that the ultimate aim of education is to tap into the talents and abilities of human beings so that they can develop their various abilities in a harmonious and beautiful way. Human abilities need to be developed to the fullest extent because, as an individual, everyone is endowed with natural abilities and has the tendency to transform from an inactive state to a fully developed state. According to Levy, an American art educator, art education can serve the following four purposes: to develop a sense of literacy and public art education, to foster creativity, to teach effective communication skills, and to provide tools for evaluating the objects one reads, sees, and hears. Combined with these arguments, this provides a theoretical reference for the development of public art education on university campuses. University education is an important part of education, which is not only a place for professional education, but also a place for the overall development of human beings, and the cultivation and perfection of their personality. It has a clear educational goal to let students establish a correct aesthetic point of view, feel the beauty, appreciate the beauty, comprehend the beauty and create the beauty. As a part of university education, the important purpose of public art education is also to cultivate the overall development of human beings.

3. Problems in the Management of Public Art Education Problems in the Management of Public Art Education in Colleges and Universities

3.1 Single structure

From the perspective of managers, public art education in colleges and universities has certain defects in the education mechanism, and has not really changed the status quo of exam-oriented education dominance. Through research, it is found that in many colleges and universities, public art education exists only in classroom teaching and campus cultural activities. As far as classroom teaching is concerned, it is mainly carried out in the form of compulsory and elective courses of public art education, and public art education teaching activities are carried out according to the teaching plan. There is a relative lack of campus cultural and artistic practical activities. Some colleges and universities have mechanized and programmed arrangements for campus activities. Students lack the training of dispersive logical thinking in art practice activities, and it is difficult to internalize the theoretical knowledge of the discipline into artistic cultivation.

3.2 Stale content

Compared with the education of other disciplines, the status of public art education in higher education institutions in China has not been emphasized in quality education, and compared with the current development of quality education, the curriculum content of public art education is in form. The setting of public art education in colleges and universities has a certain degree of autonomy and blindness, the lack of unified planning, the teaching content is old and old-fashioned, and there is no reasonable and scientific composition.

3.3 Cognitive bias

Whether as an educated person or as a parent group, to a certain extent, there exists a certain cognitive bias towards public art education in colleges and universities, which is also an important reason restricting the development of public art education in colleges and universities. As far as the college students themselves are concerned, many of them think that public art education is dispensable in college education, and even regard public art education as a kind of entertainment and appreciation activity, which cannot be compared with professional education and basic education. This understanding of public art education by contemporary college students is essentially a neglect of the importance of public art education in improving their own comprehensive education.

4. Transformation Countermeasures of Public Art Education Management in Colleges and Universities

4.1 Optimize the public art teaching system

Optimizing the public art teaching system is an effective way to transform the management of public art education in colleges and universities. In this process, teachers are an indispensable and important force. Only the majority of teachers to establish a correct educational philosophy, give full play to their own initiative, in order to implement the public art education in colleges and universities into the education system. In terms of public art education courses, public art courses need to meet the needs of college students from a variety of needs, diversified involving music, art, film and television and other art categories, through the participation of art appreciation and other teaching arrangements, to enhance the artistic literacy of the college community.

4.2 Building a diversified art practice platform

The construction of public art education practice platform is an important part of strengthening students' aesthetic experience. Colleges and universities should pay attention to strengthening the organization and management of art practice activities, take the platform construction of art practice activities as an important hand and development opportunity of public art education, and form a management system of joint management.

4.3 Building a diversified teaching evaluation system

For art education in general institutions of higher education, establishing and perfecting a scientific evaluation system is a powerful guarantee for art education in general institutions of higher education. In the management of public art education, it is necessary to follow this law and build an evaluation system for art education in colleges and universities, keeping in mind the principle of comprehensive development of students. For different categories, levels and scales of general institutions of higher education, it is necessary to establish an appropriate teaching evaluation system depending on the development of their own art teaching.

5. Conclusion

In today's rapid development of economy and science and technology, cultivating high-quality talents adapted to the modern environment is an urgent problem faced by higher education in all countries. Public art education is the basic element of education, and it is also the advanced spiritual activity of human beings, which is an important part of human civilization. This paper explains the special nature and necessity of public art education from the public and educational nature of public art education. It is proposed that in the context of the era of the need to improve the quality of the nation, it is necessary to promote the specialization, professionalization and quality development of public art education through the transformation of the management style.

References:

- [1]Feng L. Research on the Function of Public Art Education in Colleges and Universities[P]. Proceedings of the International Conference on Contemporary Education, Social Sciences and Ecological Studies (CESSSES 2018),2018.
- [2]Zhang Y. Research on the Promotion Role of Weibo on Public Art Education in Colleges and Universities[P]. Proceedings of the 4th International Conference on Arts, Design and Contemporary Education (ICADCE 2018),2018.
- [3]Yuewen H,Wei Z. On Public Art Education in Universities and its Practice Innovation[P]. Proceedings of the 2020 4th International Seminar on Education, Management and Social Sciences (ISEMSS 2020),2020.
- [4]R.A.Smith.Discipline-based Art Education[M].Urbana and Chicago:University of Illinois, 1989:20.