

Discussion on the Teaching Reform of Public Art Education in Colleges and Universities under the Goal of Innovative Talent Training

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Abstract: Public art education in colleges and universities has a great impact on the all-round development of students. With the development and reform of education in China, public art education in colleges and universities is not only the transmission of art knowledge, but also the comprehensive cultivation of students' artistic ability, artistic cultivation and artistic perception. The goal of cultivating innovative talents requires colleges and universities to promote the all-round development of students in the teaching process. However, there are still many problems in public art education in colleges and universities. Therefore, this paper analyzes the problems existing in the teaching of public art education in colleges and universities, so as to explore and discuss the effective strategies of the reform of public art education in colleges and universities under the goal of cultivating innovative talents.

Keywords: Innovative Talents; Public art in Colleges and Universities; Reform in Education; Problems; Strategy

1. Introduction

Public art education plays an increasingly important part in the teaching curriculum system of colleges and universities, and plays an indispensable role in improving students' ability and quality. As the main position for cultivating students' professional skills and comprehensive quality, colleges and universities have an important educational responsibility for the all-round development of students. Therefore, colleges and universities should improve students' innovative ability and comprehensive quality through public art education. Especially in recent years, the training goal of innovative talents requires colleges and universities to step up the teaching of public art education, let students receive perfect art education, and cultivate innovative talents with comprehensive quality, in order to make beneficial contributions to social development.

2. Problems in public art education and teaching in colleges and universities

2.1 Lack of attention to art teaching

Lack of attention is the most prominent problem in public art education in colleges and universities. In the comprehensive college curriculum teaching, the learning of professional knowledge and the cultivation of professional skills always occupy a dominant position, while most of the public art education is in a weak position and lack of sense of existence. On the one hand, schools lack attention to public art education. Due to the influence of the traditional educational concept of "official career", college students learn knowledge and skills in school more in order to smoothly enter the society and obtain survival opportunities, while public art education, as a course to cultivate students' artistic cultivation and ideological character, is irrelevant. Therefore, public art education has been placed in the most inconspicuous position when the school carries out curriculum teaching design. On the other hand, public art teachers have "random teaching" in teaching. Due to the school's lack of attention to public art education, art teachers also have randomness in teaching, superficial teaching of specific teaching contents, and the problems existing in the face of students have not been found and solved in time.

2.2 Lack of overall innovation in teaching

Public art itself is an innovative course, and its specific teaching content will change with the changes of society and policy reform. Therefore, in the process of teaching, teachers are required to adapt to the development of the times and teaching, actively adjust public art education and realize the overall innovation of teaching. However, in the process of public art education in colleges and universities, the lack of overall innovation has always been a typical problem. For example, the educational content has not been innovatively replaced and expanded, and the classroom teaching form still stays in the traditional “teaching style”, which does not mobilize students’ learning initiative according to the national humanistic education concept. Classroom teaching methods are also lack of richness and innovation. Many teachers still use textbooks as the main teaching aid to carry out public art curriculum teaching, and do not make full use of modern teaching tools and teaching software to carry out innovative classroom teaching. In addition, there is a lack of innovation in classroom teaching methods. Teachers have always adopted the transmission teaching method, and lack of efficient application of the new story teaching method, activity teaching method, interactive teaching method, identity transformation teaching method, situational teaching method and practical operation teaching method.

2.3 The teaching objectives are not clear enough

In the teaching of public art education in colleges and universities, the unclear teaching goal is also a typical problem. Teaching objectives directly affect the overall effect of teaching and whether teachers’ teaching can achieve the established effect. In the public art education in colleges and universities, schools and teachers lack a clear understanding of the objectives of curriculum design, which leads to the fragmentation of public art education in colleges and universities, and even the phenomenon of formal teaching of art education. Teachers follow the rules and carry out fixed teaching contents according to the educational curriculum designed by the school. Most teaching processes are formalized, students and teachers do not get efficient interaction, and they lack in-depth cognition and understanding of the art teaching contents taught by teachers, which has no practical effect on the comprehensive development of students.

3. Reforming strategy of public art education in colleges and universities under the goal of innovative talent training

3.1 Improving educational concepts and paying attention to public art teaching

In order to achieve the important goal of reform and innovation in public art education in colleges and universities. First of all, we need to improve the traditional educational concept of pragmatism first, pay attention to public art education, and clarify the importance of art education to the all-round development of college students, so as to enhance the teachers of public art education by improving the position of public art education in college curriculum, and achieve the ultimate goal of cultivating innovative talents. For example, when colleges and universities carry out the curriculum arrangement of public art education, the school should coordinate the class hour arrangement of the school, set a separate course time and place for public art education, and ensure that there is enough time for public art teaching activities. At the same time, the school should also improve the corresponding public art infrastructure and create a good public art campus atmosphere for students through the construction of various art activity rooms. In addition, the improvement of teachers is also the focus of the school. The school should comprehensively consider the number, qualification and professional direction of public art teachers in the school, timely recruit the lack of posts, and provide further training opportunities for on-the-job teachers, so as to improve the overall public art teachers of the school and lay an educational foundation for students to carry out public art learning.

3.1 Innovating art teaching and improving the reform of art teaching

Innovation is the key that major colleges and universities emphasize when carrying out education and teaching. In the reform of public art education in colleges and universities, innovation is still an important winning point that can not be ignored. Only by constantly innovating teaching contents, teaching forms, teaching methods and teaching means can we better create a new art teaching system and realize the efficient reform of public art education. The innovation of public art teaching in colleges and universities needs the joint efforts of schools and teachers. For example, when innovating the public art education curriculum, the school should take into account the national core quality education policy, humanistic education concept, modern teaching methods, information technology teaching means, etc., by creating a public art teaching research group. The school can learn from and absorb the effective teaching methods of major colleges and universities, and integrate the modern art teaching resources, local art resources, and foreign art resources are efficiently integrated with the existing teaching resources of the school, so as to enrich and update the public art teaching system of the school. For example, when teachers carry out public art classroom teaching, teachers can use modern teaching methods to enhance the richness and intuition of art classroom teaching. By using interactive learning, practical activities and other teaching forms, students can become the masters of classroom teaching. By setting up corresponding art classroom activities, teachers can stimulate each student's artistic potential and help students improve their professional ability, cultivate their own artistic cultivation and achieve the goal of innovative talent development.

3.2 Clarifying the teaching objectives and realizing the innovation of art reaching

Public art teaching in colleges and universities is extensive and comprehensive, and its reflected teaching objectives are not as targeted as professional courses, which makes many teachers lack the clarity of teaching objectives when carrying out public art classroom teaching, resulting in the overall low effect of public art classroom teaching. Therefore, when carrying out public art classroom teaching, teachers should uphold the original intention of public art teaching and clarify the classroom teaching objectives and the overall teaching objectives of the curriculum. For example, teachers should set corresponding classroom teaching objectives according to class hours. When carrying out public art courses, teachers should clarify the art theories that students should understand in classroom teaching, the art skills that need to be mastered, experience the "artistic beauty" conveyed in art courses, and cultivate students' good comprehensive quality. Moreover, teachers should clarify the comprehensive objectives according to the curriculum arrangement. The purpose of public art curriculum teaching in the school is to cultivate students' comprehensive artistic cultivation and let students perceive the beauty of society, environment and human nature in art learning. Therefore, when setting curriculum teaching objectives, teachers should establish a comprehensive goal of cultivating students' artistic beauty and positive outlook on life.

4. Conclusion

To sum up, public art education occupies an important teaching position in college education and teaching, and plays an irreplaceable role in the all-round development of college students and the improvement of comprehensive ability. Public art teaching is a beneficial supplement to the teaching of professional knowledge in colleges and universities. It can promote the all-round development of students in morality, intelligence, physique, beauty and labor, and help students realize the collaborative innovation of talent and quality. Under the goal of training new talents, colleges and universities should pay more attention to public art education, improve the system of public art education in colleges and universities by innovating the teaching forms of public art education, and realize the comprehensive teaching goal of cultivating innovative talents.

References

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