

Analysis of Public Art Education in Ordinary Universities in the Era of Integrated Media

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Abstract: From the perspective of the era of integrated media, this article explores the opportunities and challenges faced by public art education in ordinary universities, and proposes some development strategies. This article believes that in the era of integrated media, public art education in ordinary universities should focus on practicality, innovation, and diversity, improve students' artistic literacy and aesthetic ability, and adapt to the development and needs of the times.

Keywords: The era of integrated media; Ordinary universities; Public art; Analysis

With the arrival of the era of integrated media, art education is also facing new challenges and opportunities. How to better promote the development of public art education in ordinary universities and improve students' artistic literacy and innovation ability in this era has become a problem that we need to explore and think about. This article will analyze the opportunities and challenges faced by public art education in ordinary universities from the perspective of the era of integrated media, and propose corresponding development strategies.

1. Overview of Public Art Education in Ordinary Universities in the Era of Integrated Media

With the development of information technology and the popularization of the Internet, the era of integrated media has arrived. The era of financial media is characterized by information explosion, multimedia interaction, diversified content, diversified communication channels, etc. In this era, the definition and significance of public art education have been challenged, and public art education in ordinary universities is also facing opportunities and challenges.

1.1 Characteristics of the era of integrated media

(1) Information explosion: the popularity of the Internet and mobile Internet has made people's access to information more diversified and convenient, and the amount of information has also shown an explosive growth.

(2) Multimedia interaction: Various forms of multimedia interaction such as videos, images, audio, etc. make information dissemination more intuitive and vivid.

(3) Content diversification: With the richness and diversity of internet information, people's needs for information have become increasingly complex, and content has become more diverse.

(4) Diversification of communication channels: With the emergence of new media such as social media and mobile devices, the channels for information dissemination have also become more diverse.

1.2 The Definition and Significance of Public Art Education

Public art education refers to the process of integrating art education into the public education system, enabling the general public to accept and participate in art education. Firstly, public art education can help students and the general public better understand and understand their own culture, and enhance cultural confidence. Secondly, art education can cultivate students' aesthetic ability and creativity, and improve their artistic cultivation and literacy. Finally, public art education can promote harmonious social development and enhance people's longing and pursuit for a better life.

2. The Challenges of Public Art Education in Ordinary Universities in the Era of Integrated Media

2.1 There is a contradiction between traditional educational concepts and new media

In the era of integrated media, public art education in universities is facing enormous challenges, as it has to some extent changed the traditional concept of art education. Firstly, the traditional concept of art education is relatively static, with the teaching syllabus as the main content, textbooks as the main form, the classroom as the main approach, and students as the center. However, in the era of integrated media, the speed of knowledge updating is accelerating, and new technologies are constantly emerging. Compared to this, traditional teaching methods can no longer meet practical needs. Secondly, in the era of integrated media, art education is no longer limited to classroom learning and training. In the era of integrated media, there have been significant changes in the channels and methods of information dissemination.

On the one hand, the speed of information dissemination is very fast. For example, students can see many news events, entertainment information, etc. in a short period of time; On the other hand, students can follow and learn art knowledge at any time through mobile devices such as smartphones, computers, and tablets. In addition, in the era of new media, many people are starting to learn art knowledge through social media platforms, short videos, and other means.

Therefore, it can be seen that the new media era has had a significant impact on public art education in ordinary universities. In this context, public art education in ordinary universities should adjust teaching content and methods to adapt to the development of the times. Firstly, we need to strengthen our understanding and research on new media technologies. We need to integrate new media technology into public art education in ordinary universities. For example, utilizing online resources for online teaching, conducting online and offline courses, etc. Secondly, we should attach importance to the research and analysis of new media platforms. For example, APPs such as “Tiktok” and “Kwai” are emerging short video platforms in recent years. Therefore, schools should actively utilize these platforms to carry out public art education activities; In addition, college students should also be encouraged to use these new media platforms more frequently. Finally, attention should be paid to the cultivation and construction of the teaching staff. Public art education requires teachers with professional skills, relevant knowledge, and a higher cultural level to implement curriculum teaching work.

2.2 Single teaching method for teachers

In the era of integrated media, public art education in ordinary universities faces many challenges and challenges, one of which is the single teaching method of teachers and the lack of innovative spirit. With the rapid development of new media, people have more and more ways to obtain information, such as Weibo, WeChat, Tiktok, etc. The emergence of these new media platforms has changed traditional teaching methods and educational models, making teachers more flexible in adapting to changes in the times. However, many teachers are still accustomed to traditional teaching methods and educational models, lacking innovative spirit.

In addition, due to the lack of innovative spirit among teachers, they are also unable to adopt more flexible teaching methods and educational models to adapt to students' needs and changes. Therefore, public art education in ordinary universities needs to strengthen the construction of the teaching team, improve the innovative spirit and teaching ability of teachers. Only in this way can we better adapt to the development of the times and the needs of students, and improve the quality and effectiveness of public art education.

3. The Development Strategy of Public Art Education in Ordinary Universities in the Era of Integrated Media

3.1 Strengthen the application of new media technology to enhance students' interest in learning

In the era of integrated media, new media technology has become one of the important means of public art education. It not only helps teachers better organize and guide students in artistic creation, but also provides students with more interesting and vivid learning methods.

In this context, public art education in ordinary universities should strengthen the application of new media technology to enhance students' interest in learning. Firstly, public art education in ordinary universities should strengthen the research and application of new media technology. Teachers can use new media technology to create more interesting teaching materials in the form of videos, images, and audio to enhance students' interest in learning. Teachers can also use new media technology for online learning and communication, improving students' learning efficiency and effectiveness. Secondly, public art education in ordinary universities should actively explore the application of new media technology in public art education. For example, teachers can

use new media technology to organize various art exhibition, competitions and activities to improve students' learning interest and participation. In addition, teachers can also use new media technology for online teaching and tutoring, helping students solve problems encountered in learning. For example, teachers can use new media technology to create more promotional materials about public art education, providing students with more information and knowledge about public art education. At the same time, teachers can also promote public art education related activities and competitions through new media platforms, attracting more students to participate.

3.2 Innovative teaching methods to improve students' learning efficiency

In the era of integrated media, traditional teaching methods and educational models are no longer able to meet students' learning needs and efficiency. Therefore, public art education in ordinary universities should innovate teaching methods and improve students' learning efficiency.

Firstly, public art education in ordinary universities should strengthen the application of multimedia technology. Multimedia technology can make abstract knowledge more vivid, vivid, and intuitive, thereby enhancing students' interest and efficiency in learning. For example, teachers can use multimedia technology to display images, videos, and other materials of artistic works, allowing students to better understand artistic works; Teachers can use multimedia technology for classroom interaction, such as teacher-student interaction, student-student interaction, etc., to help students better understand and master knowledge.

Secondly, public art education in ordinary universities should strengthen innovation in traditional teaching methods and educational models. For example, teachers can use network technology to establish online learning platforms, new media technology for online learning, and traditional classroom teaching methods for face-to-face teaching to improve the quality and effectiveness of education.

Conclusion:

In summary, in the era of integrated media, public art education in ordinary universities is facing many challenges and opportunities, requiring teachers and educational institutions to work together, continuously explore and innovate teaching methods and educational models, and improve the quality and effectiveness of education. At the same time, it is also necessary to pay attention to students' needs and changes, continuously improve educational methods and teaching strategies, and enhance students' interest and effectiveness in learning. Only in this way can we better adapt to the development of the times and the needs of students, and provide better support and assistance for their growth and development.

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