

Reflection on Problems and Construction of Paths in Art Education and Teaching in Higher Vocational Colleges

Zeng Yicheng¹, He Yong^{2,*}, Liu Lu³

¹ Faculty of Art and Design, Chongqing Real Estate College, Chongqing, 401331, China

² College of Marxism, Chongqing normal university, Chongqing, 401331, China

³ Department of Transportation and Trade, Chongqing Vocational College of Public Transportation, Chongqing, 402247, China

*Corresponding author

Keywords: Higher vocational colleges; Art education and teaching; Reflection on problems; Construction of paths

Abstract: The main goal of higher vocational art education is to teach students more professional art knowledge, enhance their aesthetic and practical application ability, so as to lay a solid foundation for their future employment development, life and study. This paper reflects on the difficulties in the current vocational fine arts education and teaching system, and puts forward the construction strategies of vocational fine arts education and teaching system from the aspects of innovative education and teaching methods, reconstruction of traditional cognition, integration of craftsman spirit, promotion of school-enterprise association and cultivation of students' personality development.

1. Introduction

To improve students' vocational skills, realize students' all-round development, serve students' employment and cultivate professional talents for the society is the goal and focus of higher vocational colleges. The teaching of higher vocational colleges is guided by professionalism and applicability, while the traditional teaching mode of China's Higher Vocational Colleges tends to be academic and research-oriented. Higher vocational education is still a relatively new type of education in China. Therefore, many vocational colleges are still teaching in an academic and research-oriented way in the teaching process, which deviates from the purpose of higher vocational education. There is no ready-made mature mode for the use of art education in higher vocational colleges, which requires teachers to make more attempts to find the way and method suitable for art education in higher vocational colleges.

The main goal of art education in higher vocational colleges is to teach students more professional art knowledge, enhance their aesthetic and practical application ability, so as to lay a solid foundation for their future employment and development, life and learning. Therefore, in the development of education and teaching, whether it is curriculum, skills training, teaching evaluation, ideological guidance, we should focus on this goal and task, and then constitute a perfect and overall education and teaching system [1]. When guiding students to learn various art knowledge and skills, art teachers in higher vocational colleges should firmly grasp the actual needs of students, start from their interests and long-term development, further optimize the form and content of teaching, so as to constantly overcome the disadvantages of traditional education, promote students to acquire rich knowledge and good ability in a good learning atmosphere, which is also good for enhancing teaching the effectiveness of learning and the professional level of students.

In the context of the continuous development of multi-cultural, the reconstruction of art education and teaching system in higher vocational colleges has received extensive attention. Art Education in higher vocational colleges should be different from that in general higher art education. It is emphasized to hold high the banner of Vocational Education in teaching means, teaching evaluation, personnel training and education concept, so as to achieve the goal of cultivating

excellent talents and meeting social needs [1]. Based on the full reflection on the difficulties encountered in the reconstruction of the current art education teaching system in higher vocational colleges, this paper expounds the construction path of the art education teaching system in higher vocational colleges, in order to promote the healthy development of art education and teaching in higher vocational colleges.

2. The dilemma of reconstructing the teaching system of art education in Higher Vocational Colleges

2.1 The teaching system is conservative and unitary with no intention to change

Compared with other countries, China's art education is not too late. From the perspective of historical development, it can be seen that there are obvious historical faults in China's art education. Especially since the founding of new China, China's education system and education system have been effectively improved, making the art education and teaching system have been qualitatively changed. Up to now, China's art education system has formed the similar characteristics, which is reflected in the radiation from the center to the whole country, and is experiencing the process of gradual development from higher education to basic education. Although in this period, art education is also affected by different degrees due to its own, social and local factors, but on the whole, China's art education is basically not very different, and constitutes the introspection and inertia operation of the system. Coupled with the official support and various factors, the art teaching system of higher vocational colleges has become rigid, and for some real reflection on the meaning of existence, but can not get the appropriate response. If it has been always like this, it will inevitably affect the development of art education in China.

2.2 Limited to the current teaching system, not seeking to keep pace with the times

Through the analysis of the current situation of art education in China, it is found that it is limited by the current teaching system, showing the excessive exclusion of unofficial art forms, not seeking to keep pace with the times, which eventually leads to the dilemma of art education in China. Especially since the 1980s, the influx of Western culture has greatly impacted the art culture in China. In view of this situation, some Chinese artists break through the restricted area and concept through their continuous creation, which not only effectively broadens the artistic boundary of our country, but also promotes the development of liberal artistic thinking and endows diversified characteristics to the artistic form. In particular, since the beginning of the 21st century, various regions and cities in China have started to hold different types of art exhibitions, which not only realize the late recognition of modern and contemporary art forms, but also effectively enrich the cultural life of cities and regions, so that China's art market gets active. However, this booming development in the art circle system just forms a sharp contrast with the development of art outside the system [2]. Although this modern and contemporary art form can effectively penetrate the art education system, it still cannot change the opposite situation, which leads to the disconnection of art education. This not only hinders the development of the art teaching system, but also fails to meet the development requirements of the times.

2.3 Excessive pursuit of utility, ignoring the personalized development of students

Under the influence of examination oriented education policy, art education and teaching in Higher Vocational Colleges in China have been misled for a long time. Many teachers only focus on one-sided pursuit of high achievement and enrollment rate, which leads to the obvious utilitarian characteristics of art teaching, and art education has become a simple tool for enrollment, which can not reflect the important significance of art education. At the same time, in this case, teachers will not care too much about the actual function of positioning education in the school, which gradually leads to the ossification of the teaching system of art education, making art education in higher vocational colleges face an awkward situation. In addition, some art fast-growing classes set up by the school even neglect the creativity and difference of students. Art learning can not be achieved

overnight, but needs to be cultivated slowly. In this case, the art talents cultivated will only continue to grow these abnormal art education.

3. Thinking on improving the teaching system of fine arts education in vocational colleges

3.1 Innovating education methods and enhancing students' art professional skills

In the art education of higher vocational colleges, teachers need to pay attention to the improvement and optimization of the existing teaching methods, design scientific and effective teaching programs for students from the perspective of innovation, and consciously strengthen the training of their practical skills, so as to guide students to form good art creation ability while learning relevant theoretical knowledge, and finally effectively enhance their application ability and promote its aesthetic quality and learning efficiency. For example, teachers can use micro class, flipped topics and multimedia to display various types of pictures for students in classroom teaching to require students to use the knowledge they have learned to create, or can lead students to the playground, outdoor and other sketching according to the teaching arrangement, and can also encourage students to improvise under the guidance of specific themes, combined with real life and imagination. Through the creation and analysis of real cases, different types of studios can be established [2]. Students can not only analyze problems, but also deeply understand the actual situation, master learning skills, and improve their ability to analyze and solve problems. Through the competition to promote learning, professional teachers can use various art industry competitions to enhance students' participation, increase their pride and sense of achievement in professional courses in the continuous harvest, so as to continuously improve their practical application ability, and constantly enhance the art professional skills of vocational students [3].

3.2 Reconstructing traditional cognition and enhancing the understanding of the connotation of modern fine arts

In view of the current rigid art education system, higher vocational colleges must trace the history of art education, seek the essence of its existence, and reinterpret art education. When defining the specific concept of art education, it is necessary to fully recognize its characteristics of complexity, functional diversity and extensiveness, and take extensiveness as the specific goal to achieve a breakthrough in traditional art education and teaching, and build a diversified and rich connotation of art education and teaching system in higher vocational colleges. In the process of tracing back the history of art education, we can reconstruct it and reflect on it in time, so as to effectively improve the current rigid art education system. At the same time, the reconstruction of art education history can make traditional art educators increase their tolerance and understanding of modern art, form a differentiated art teaching path, and meet the basic requirements of the construction of art education teaching system in higher vocational colleges.

3.3 Integrating the spirit of craftsman into the teaching system and cultivating students' professional quality of Fine Arts

According to the aesthetic and creative requirements of art education in higher vocational colleges, combined with the professional and professional characteristics of art, the craftsman spirit should be integrated into the teaching to strengthen the cultivation of students' quality and practical ability. According to the actual situation of the students, we should carry out a diversified education mode to transfer talents with professional quality to the society. Therefore, we should take the spirit of craftsman as the core, strengthen the promotion of students' comprehensive ability and art professional quality. In the teaching of fine arts, we must advocate the spirit of craftsman, take the society as the leading factor, and improve the direction and educational goal of fine arts specialty according to the needs of the society. After graduation, most students majoring in higher vocational colleges will be engaged in design work [4]. Therefore, the art education in higher vocational colleges should be designed in the workplace mode, so that students can feel the working atmosphere in advance. Teachers can carry out teaching activities with "project as the center",

divide students into several groups according to their characteristics, select projects in the form of groups, and guide students to design projects according to market needs. In the process of implementing the project, students will encounter different problems. Teachers can explain to students from various aspects according to the problems so that students can understand relevant knowledge. Through the project practice, stimulate students' enthusiasm for learning and promote the development of fine arts education in higher vocational colleges.

3.4 Promoting the combination of schools and enterprises and cultivating practical skills

Providing students with necessary practice space and equipment can greatly improve the teaching efficiency of fine arts education in higher vocational colleges. In this regard, vocational colleges and universities can strengthen the communication and alliance with enterprises outside the university, and give full play to the educational function of local governments. Schools, enterprises and governments should jointly undertake the important task of training talents, and actively organize job training according to the relevant requirements of enterprises, so as to realize the effective combination of "learning, production and research". During the off-campus practice for a certain period of time, students can also connect the old and new knowledge and have a profound understanding and experience, so as to achieve the mastery of knowledge and draw inferences from one example [4]. In addition, higher vocational schools should also carry out the integration of design art, painting and arts and crafts and other disciplines, so that students' learning scope continues to expand, and let them learn to understand the basic principles of formal beauty from different perspectives, which can finally edify their sentiment, effectively improve art practice skills and sublimate aesthetic realm.

3.5 Paying attention to teaching students according to their aptitude and promoting the development of students' personality

Vocational colleges teachers of fine arts should also be introduced in the process of teaching strategy according to their aptitude, combines the interests and comprehensive ability of students themselves to design the corresponding teaching plan, and the choice of flexible teaching mode, and in the light of the targeted evaluation on the work of the students and guidance, to encourage to guide is given priority to, timely find strange ideas of students and novel creation technique and affirmation and recognition, thus effectively enhance its innovation ability, make them in long-term learning and training form the unique style, promote the personal growth [5]. When organizing students of higher vocational colleges to learn professional art knowledge, teachers need to draw up effective teaching programs according to the current curriculum reform standards and quality-oriented education concepts, and integrate different interest elements into students' development needs and personal preferences, so as to further enhance the quality and effect of teaching, so that students can form good art literacy, aesthetic ability and creative consciousness through learning , which can promote students to grow into the practical talents needed by the modern society. In this process, art teachers need to reflect and summarize in combination with teaching practice, so that all kinds of advanced teaching concepts and models can truly play an effective role to assist students in learning and constantly enhance their core competitiveness [3].

References

- [1] Hu Jin. Reflection and reconstruction of art teaching system in the new era. Science and technology wind, 2018 (17): 65.
- [2] Wang Jun. reflection and optimization of art education system in Colleges and universities. Yihai, 2016 (03): 107-108.
- [3] Li Yanyan. Discussion on the current situation of art education and teaching reform in Higher Vocational Education. Science and technology wind, 2019 (7): 34.
- [4] Li Wei. Discussion on the cultivation of students' practical ability in art teaching in Higher Vocational Colleges. Journal of Shandong Agricultural Engineering College, 2019 (8): 183-184.

[5] Wang Xuesong, Wang Juan. Research on talent training mode of art education in Higher Vocational Education. Art education research, 2019 (11): 172-173.