

Improving the Role of Superior College Resources in Transforming in Public

Miao Gong, Jie Li

Xi'an International Studies University, Xi'an, China

Keywords: General course, Public art, College resources

Abstract: The cultivation of public culture and art at the national level is key to improve national people's quality. At present, most of the social cultivation of public culture and art in China lacks a systematic and professional system. It is an effective way to introduce high-quality educational resources and curriculum systems in colleges into the social service. Under the premise of adjusting profession and adaptation, it can not only solve facing problems of public culture and art, but also gradually create a more effective public cultivation mechanism.

1. Introduction

The ultimate goal of social public culture and art cultivation service is to enable all people to have a common understanding of the core values of their own civilization. It is a bond that unites the consensus and strength of all people, and also a way for all people to move toward civilization and prosperity. The Outline of National Medium and Long-term Education Reforms and Development Program clearly proposes that higher education should strengthen the ability of art cultivation and build a public culture and art cultivation system with Chinese characteristics to shoulder the mission of "improving the quality of the entire people."

2. Status and Problems of Public Culture and Art Cultivation

In recent years, China's public culture and art services have achieved unprecedented development, but some problems have been exposed behind the rapid development. In particular, a rush development of public art education service only focuses on form but ignores its essential meaning and professional characteristics of knowledge transmission. On the whole, the effect is not remarkable and the main problems are as followed. First, the public culture and art cultivation organizations lack professional and systematic cultivation experience; second, social cultivation veers with the changes of social concerns, and it lacks a long-term planning; third, the randomness of social cultivation leads to a relatively scattered knowledge system; fourth, public culture and art cultivation lacks professional accumulation of teaching so that the effect of knowledge transmission is not promising; fifth, the public culture and art cultivation lacks a test and evaluation mechanism.

Aiming at above problems that hinder the development of public culture and art cultivation service, it is effective to introduce the superior college resources to public cultivation system and make them effectively converted.^[1]

However, due to the asymmetrical relationship between professional teaching in universities and the cultivation of public general culture and arts, while the goal of public culture and art is gradually becoming clear, the discrepancy between specific teaching concepts and cultivation forms have become increasingly prominent. Obstacles such as the basic concepts, methods, curriculum settings, teaching content, as well as the level of the trainees receiving public general education, and their weak professional knowledge and appreciation ability that hinder the transmission between professional teaching and public culture and art education.

3. Transformation of Knowledge System

The correspondence of the knowledge composition of public culture and art cultivation and the trainees' own knowledge system is the key to achieve the training goal. However the professional

teaching method hinder the reception of the public trainees. As a consequence, only by completing and strengthening an adaptive knowledge system can make the trainees easy to accept.^[2]

3.1 Effective Conversion of Academic Language

Academic language is an important form of disseminating academic thought. The academic language in public cultivation should be synchronized with the development of the society and era. The popularization of language expressions is an embodiment of academic language universalization and academic civilization. Only by effectively transforming academic language can audience grasp the traditional spirit more deeply and comprehensively.

3.2 Transformation of Knowledge

Traditional Chinese history and art are the key points of Chinese public cultivation. The principle of public culture and art cultivation system is to let the majority of people approach Chinese civilization based on their own knowledge system.

Based on the difference between trainees' overall quality and professional college education. We should firstly establish a relatively intuitive and practical method that transcend the psychological gap between reality and set history. In the face of trainees at different levels, it is necessary to break the fixed relationship between professional definition and description and create an extended space for discourse.^[3] At the same time, it also provides a new perspective for the combination of visual and verbal and enables the public to immerse in the culture and history. Starting from the ontology, it enables trainees to interact with specific historical objects from a theoretical perspective and reach epistemological unity.^[4]

4. Transformation of Cultivation Concept

Teachers are the main body of achieving teaching tasks, so their teaching ability and professional quality determine the public cultivation. Although introducing the college resources to the public has greatly improved the cultivation efficiency, it curtails people's consensus and interests and also weaken the transfer of knowledge. Consequently, professors should adjust professional expressions more accessible and combine them with people's intuitive feelings both mentally and physically. Professors should also make a fluid collision of the imparted knowledge and students' feedback and stimulate students to digest the knowledge in their own ways. These demand college professors to unite teaching and learning process by transferring the traditional knowledge system, absorbing analysis that corresponds to the reality, strengthening students' initiative and grasping students' way of thinking and receptivity.^[5]

5. Test and Evaluation Mechanism

In the face of public culture and art cultivation that is not systematic and professional, it is the key transform college resources to the public and maximize the transfer of knowledge. However, there is a distinct gap between professional teaching and public cultivation. Therefore, the establishment of an evaluation mechanism that can be tested and validated at any time is the guarantee to achieve the optimization of cultivation.

5.1 Establish Effective Evaluation of Knowledge System.

The structure of knowledge system is constructed on the basis of academic and theoretical principle. So after the transformation, the knowledge system cannot be simply set from a professional perspective but also public's acceptance and adaptation.

First of all, we should transfer the theoretical knowledge system to a more universal one and complete a relatively systematic knowledge chain and analysis method. In order to verify the efficiency of the transformation we should create the contents based on people's different concerns and adjust the key points through long-term experiments to form recipients' cognition. In the course of teaching, we should do a lot of researches to discover and compare trainee's focuses based on

their interests. And then make up the final knowledge composition that unites academy and acceptance.

5.2 Establish Effective Evaluation System of Cultivation.

The evaluation of the cultivation transmission effect, the key to achieve cultivation goal, is more complicated than that of the knowledge system. It is necessary to observe and research students interests through curriculum and synthesize the essence of public cultivation in teaching and learning.

Based on limited observation and sample analysis, statistic method enables us to reveal general rule in a larger context, so that the results of analysis can reach high reliability and efficiency. And thus form a paradigm for cultivating data monitoring, and require such conclusions to be verifiable and replicable under different conditions.

In view of people's acceptance of the public cultivation, when we analyze the large sample size, we should pay attention to the advancement of the "weakertypes" and the dominant effect of randomized controlled trials. Increasing the adjustment of qualitative experiments in the process of cultivation monitoring is to supplement the lack of quantitative professional teaching in universities.

6. Conclusion

The complexity of public art cultivation depends on whether the government and public institutions can cooperate closely with universities and colleges. In light of distinctive individuals and inevitable or incidental social trends, it is an optimized way to introduce college resources into the public system. And it is also salubrious for the basic construction of our national public service system and evaluation of national quality.

Acknowledgement

Fund projects: Funded by the Key Program of China National "13th Five-year-plan" Program by MOE "Construciton and Popularization of the General Knowledge Pedagogic System of Chinese Traditional ARTS" (DLA190427) and Shaanxi Provincial Educational Research Progrm "Effectiveness of Creative Construction of the General Knowledge Pedagogic System of Chinese Traditional Arts" (SGH18H184).

References

- [1] Opinions on Accelerating the Construction of a Modern Public Cultural Service System. [online] Available: http://www.gov.cn/xinwen/2015-01/14/content_2804250.htm.
- [2] Yang, L., Wang, L. Research Progress of Public Cultural Services: Bibliometric Analysis Based on Co-word Clustering and Strategic Coordinate Method. *Review of Economy and Management*, no. 6, pp.5-13, 2017.
- [3] Wu, H. The Shape of Art History. *Journal of Reading*, no.10, pp.11-13, 2007.
- [4] Li J. Study on the Style Genealogy of Chinese Art Archeology. *Journal of Art Observation*, vol. 3, no. 10, pp. 21-25, 2016.
- [5] Shi, Y., Mu, Z.J. On the Innovation of Teaching Methods of College Teachers. *Journal of Education and Teaching Forum*, no.7, pp. 12-21, 2013.