

Content-based University Art Teaching

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Abstract: There are some problems in the quality of art teachers in universities. This paper puts forward the qualities they should possess, and points out how to improve the quality of art teachers in universities. In some schools where conditions permit, the major of art education can be established to cultivate teachers of art education in universities. It is necessary to strengthen the pre-job training and post-job training of current university art education teachers, and organize in-depth and extensive learning and exchanges, promote advanced art education theory through various training, seminars, observation and other forms, advocate the university nature of university art education, strengthen the links between teachers and the frontiers of art education in primary and secondary schools, and improve the evaluation system of university art education.

1. Introduction

Humanities and arts exert a subtle influence on the future development of a country. It is an important means to coordinate the development of people. They are also an effective way to develop creativity, imagination, understanding and practical ability. The system of art education can be divided into pre-school art education, compulsory art education, high school art education, college art education, and postgraduate and doctoral art education. College art education mainly includes general art education, professional art education and vocational art education. General art education mainly refers to art appreciation and other art elective courses in general non-art colleges and universities. Professional art education mainly refers to the education of training professional artists, while vocational art education includes university art education, which mainly train future art teachers, and art design professional art education, which mainly train art designers.

This paper analyses the current situation of art education in universities and the social environment of art education in universities. This paper points out that while the scale of art education in universities is expanding rapidly, there are a lot of problems. It analyses from six aspects: the background of information age, the development of contemporary art, the development of art education theory, the reform of art curriculum in primary and secondary schools, the existing problems of art education system in normal universities, and the quality of teachers in normal universities. It points out that the reform of normal universities is imperative.

2. The Analysis of Several Factors Affecting the Reform of Art Education in China's Current Universities

2.1 Art education in the information society

The information society has changed the social status of school education, and schools are no longer the only place to impart knowledge. We don't have to sit in school to get an education now. We can learn anytime and anywhere through the Internet. Information technology makes teaching methods more flexible. Multimedia technology can increase the capacity of classroom teaching content, enhance audio-visual experience, and increase students' interest in learning. Internet can realize online learning and online discussion, making it possible to teach students in accordance with their aptitude. The development of information technology has also changed the role of teachers in the teaching process. Teachers have changed from the imparters of knowledge and skills in the past to the guiders and promoters in the present. Training students with self-study ability, information acquisition, processing ability and high creative ability have become the training

objectives of modern social education.

2.2 The impact of multi-cultural identity on art education

Different cultures have no distinction between high and low, but with the development of human society, some cultural forms become the mainstream culture because of adapting to the development of society, while some cultures are at a disadvantage. When these different cultural forms collide with each other, there will be a phenomenon that the dominant culture erodes the disadvantaged culture. In the current world, western culture has undoubtedly gained an advantageous cultural position, which is affecting the development of other cultures from both positive and negative aspects. We should realize that the current world cultural exchange is inevitable, and cultural exchanges are the source of cultural development and new culture. This development should not be at the expense of vulnerable cultures, any culture has its own existence value. In today's world economic globalization, we should always be vigilant against the cultural tendency of post-colonialism.

3. Research on the Current Situation of Art Education in Universities and Analysis of the Countermeasures

3.1 Research on the current situation of fine arts education and countermeasure analysis in universities

The current art education in universities in China is mainly based on the cultivation of students' art practical skills and the imparting of art knowledge. There are many hours in art practical courses, so students may reach a higher level in art practical skills. In most universities of arts in our country, the education mode of sub-specialty learning, which is consistent with professional art education, has strengthened the study of art professional skills. In the fixed learning time, a large amount of time for the study of practical skills of art majors will inevitably affect the cultivation of other abilities that students should possess to become a qualified art teacher in primary and secondary schools. We know that a qualified art teacher in primary and secondary schools should not only possess certain art professional knowledge and skills, but also have higher cultural literacy and educational ability to implement art education. The aim of art education in universities is to train art teachers in primary and secondary schools rather than professional art workers, which must be very clear. There is a serious shortage of class hours in art education related courses in university art education in China, as shown in Table 1.

Tab.1 A comparative list of the teaching curricula of fine arts education in normal universities in the United States and Japan

Countries	Ordinary course	Art courses	Education course
China	23.1% (Political theory, ideological ethics, college Chinese, computer basics, foreign languages, physical)	68.1% (education, military theory, military training)	6.8% (Art history, introduction to art, perusal, anatomy, sketch, oil painting, Chinese painting, design basis)
The United States	25% (Mathematics, physics, chemistry, history, sociology, humanities)	37.5% (Basic knowledge of fine arts, art theory, art history, sketch, watercolor, oil painting, printmaking, design, sculpture, ceramics, arts and crafts)	37.5% (Pedagogy, psychology, history of education, methodology of fine arts education, analysis of fine arts teaching material and teaching course, compilation of fine arts outline and teaching material, teaching method of fine arts appreciation, educational practice)
Japan	23.6% (Literature, society, nature, subject studies, foreign languages, physical education, sports science)	31.5% (Painting, sculpture, design, arts and crafts, art theory, art history)	41.1% (Educational essence theory, educational psychology, educational sociology, educational system, fine arts, educational law, economic management law, educational practice theory, special education theory)

3.2 Strengthen the connection between art education in universities and the practice of art education in primary and secondary schools

Art education in universities takes the training of primary and secondary art teachers as the main training objective. Art education in primary and secondary schools belongs to general art education. Art teaching in general education mainly focuses on aesthetic education, and aesthetic education mainly aims at cultivating people with coordinated development. However, the current setting of professional courses in art education in universities tends to teach professionally and technically, and pays less attention to the cultivation of creativity. In the teaching of basic professional courses, teachers mostly arrange the objects of painting such as still life or human body, and then students draw the pictures. Modern art education emphasizes students' participation and initiative, encourages students' creative thinking, perfects personality through aesthetic education, and realizes students' self-expression. The art education in universities obviously conflicts with the requirements of basic art education. Imagine that the art education of art university students in university education is dogmatic and rigid (figure 1). They lack creativity and creative thinking habits. When they enter the job, they are required to cultivate and maintain the creativity of students. This requirement is obviously impossible to achieve.

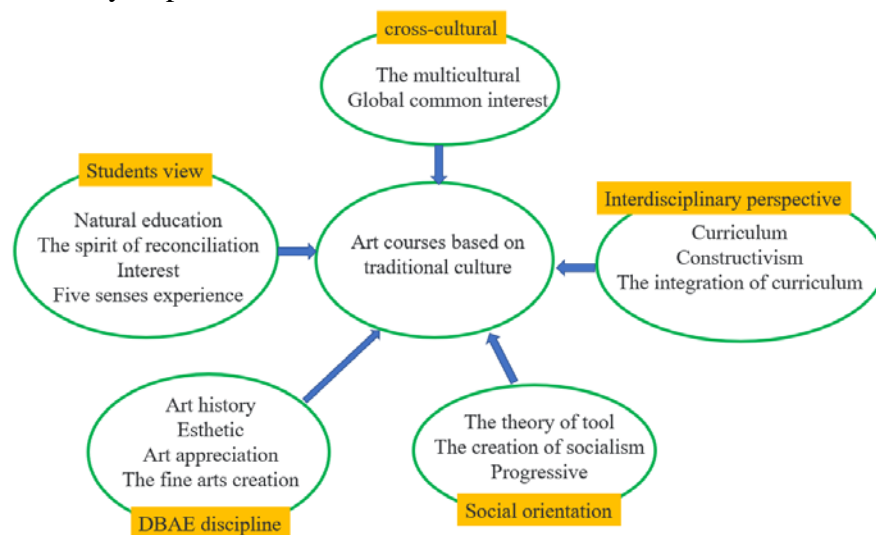


Fig. 1 Basic theoretical basis of traditional culture curriculum development

3.3 Actively respond to the new requirements of the development of the times for art education in universities

The mastery of art knowledge and skills in the field of university art education is only one aspect. The university nature of university art education determines the important position of the study of educational skills and educational ideas in the whole teaching content. In many advanced countries and regions, the relevant courses of educational skills are placed in the important position of professional compulsory courses, rather than the marginal position of most of the related courses of educational skills in our country. Here we are not trying to belittle the study of art major courses and enhance the study of related courses of educational skills, but to explore how to make educational skills comparable in limited teaching time. There is a relative balance between the study of art courses and the study of art professional skills, see in figure 2.

Throughout the current situation of university art education in China, it is necessary to properly enhance the proportion of courses related to educational skills and enhance the learning of educational theory. The study of educational skills is a kind of learning of educational methods, while the study of art professional knowledge and skills is a kind of learning of abilities. Only by having certain professional abilities and mastering the methods of imparting relevant abilities to the educates, can the aesthetic art education in basic art education under the background of quality education be better realized.

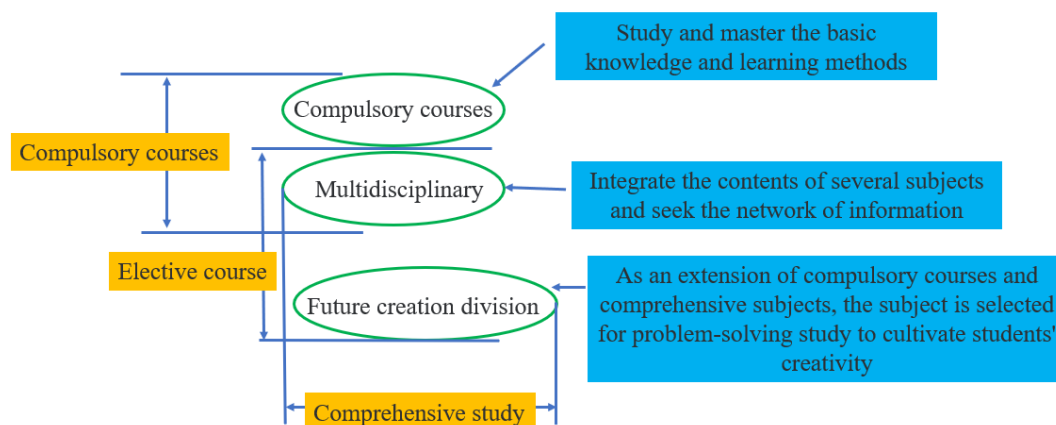


Fig. 2 Design model of art course in university

4. Conclusion

This paper reviews the course of art education in universities and the general situation of the development of art education theory, analyses some factors influencing the reform of art education in universities in China, studies the current situation of art education in universities and analyses the countermeasures, combs the current situation of art education in universities in China from the perspective of time and space development, and probes into the current situation of art education in universities. The adaptability of university art education to social development and the research and analysis of countermeasures will make us clearer about the direction of reform and development of university art education. At present, Chinese society is in a historical period of transformation. In this historical period, we are facing both opportunities and challenges. Today, our country is rich and powerful, and we are more capable than ever to achieve a better educational ideal. Healthy art education is an important force to improve personality and an important means of cultural inheritance and development. Innovation and development of art education is of vital importance.

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