

On the Teaching Reform of Art Major in Colleges and Universities

Su Liya

Hohhot Vocational College, Inner Mongolia, Hohhot, China

suliya@126.com

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Abstract: Nowadays, the teaching mechanism of art specialty in colleges and universities has appeared new development direction in personnel training, development idea, operation mode, evaluation strategy and other aspects. How to use the strategy to cultivate new high-quality students to adapt to social development is a great test for art education in Colleges and universities. In order to guarantee the quality of talents, art majors in colleges and universities must actively change the way of teaching development and constantly reform and innovate the teaching system and the teaching research of art design. This paper focuses on the reform of the teaching system of art and art design in art majors of colleges and universities.

1. Introduction

All along, our country's colleges and universities regard art as an undergraduate major, and strive to develop the teaching mode of art towards a diversified trend. Among them, normal universities are the main body, combining with other general schools to explore the development of fine arts, colleges and universities and general schools share the experience of the reform of fine arts specialty, and a cooperative education system of fine arts is gradually taking shape.

2. The Development Course of Teaching Reform of Art Major in Colleges and Universities

Since the resumption of the college entrance examination in 1977, art majors have begun to recruit students independently. But at that time, the situation of art specialty in Colleges and universities was not considerable. Most schools had their own art specialty, and the curriculum allocation and design were very unreasonable. Most of the courses focus on painting, while painting only includes oil painting, watercolor painting and so on. The curriculum of art major is very monotonous, and the educational resources are very lacking. There is no good transition between the teaching of fine arts and educational psychology, and the teaching system is very incomplete.

In the first stage, since the resumption of college entrance examination in 1977, the courses of art and design specialty are very monotonous. The courses of art and design are mainly purely visual communication design, which is an auxiliary course. And the teaching content of painting course only includes oil painting, watercolor painting and so on. At this time, the talents are trained to undertake the art education of other general high schools.

In the second stage, since the 1990s, the way of art education has gradually changed. The course of visual communication design is no longer the same as before. It is only a supplementary function in the teaching of fine arts, and its position has risen. But at the same time, it also means that the graduation trend of students has become very chaotic. They are no longer just like the last group of students, only studying art for the sake of art education.

In the third stage, from 2000 to the present, the Department of fine arts education has been closed down in Colleges and universities. Instead, the Department of fine arts education has been transformed into a new system of fine arts which combines art education with art education. Teaching curriculum design is still based on painting, but the variety of painting has become more rich, such as sketch, traditional Chinese painting, color lead painting and so on. At the same time, the learning

status of oil painting has been improved, students are more focused on learning oil painting, visual communication design as their own auxiliary courses. Students in this period are more embarrassed after graduation, because the probability of teaching art in Colleges and universities after graduation is very low (because of the higher professional requirements of art in universities). And the possibility of going to work in the company is also low, because engaging in visual design communication also requires certain qualifications, and the design ability of natural students who are only an auxiliary course in the university can not keep up with the company's development requirements. After the reform, the content of the major of fine arts is too extensive, many courses are public courses, lack of a certain degree of professionalism, which makes students confused about graduation. Graduates can only choose low-achievers and go to some primary and secondary schools where art education is lacking.

3. Teaching Problems of Fine Arts Specialty in Colleges and Universities after Reform

The reform of the teaching system of fine arts began in 2006, but up to now there are still many problems in the teaching system of this major. Next, let's analyze what problems still exist in the teaching reform system.

3.1 The teaching mode of art major is still single

We mentioned that from 2006 till now, it has been the third stage of the reform of fine arts specialty, but the curriculum is still mainly based on painting. For example, the curriculum of visual design communication is still not the mainstream. Even though many students do take this course, the learning cycle is mostly a few weeks, and there is no substantive breakthrough. Personally, I think this deviates from the development trend of education: after all, no matter what major the modern education requires, we should be a compound talents, and schools shoulder the responsibility of education, naturally, we should also take the cultivation of composite talents of art major as the key content.

3.2 The course of painting seems to be rich in learning content, but lacks specificity

We mentioned earlier that with the reform of art major after 2006, drawing has added many learning contents, such as sketch, traditional Chinese painting, color lead painting and so on. It seems that the content of painting course is very rich, but we will find that our four-year study time has been divided into many parts by so many contents, each painting content study for a period of time, but the next semester has launched a new painting content course. This leads to students who seem to know all the content of painting, but want to show a bit of real painting skills, but not at all. After graduation, art majors still don't know how to plan their own development direction.

3.3 Teachers only pay attention to students' painting skills, but neglect students' psychological development

We know that in the process of starting art, we should first learn to understand and enjoy the beautiful things. At present, teachers pay more attention to students' practical operation ability in their teaching mode. They think that as long as students have good painting skills, then other things are not a problem. Personally, I think this idea is very wrong. In the process of learning art, if you want to create a personalized painting, you must have a different feeling from others, that is, the so-called inspiration. If a student majoring in fine arts is not mentally healthy enough, even if he has a good foundation in painting, what he draws is negative and dark. When such paintings are presented to everyone, they naturally convey negative emotions. Therefore, in the teaching reform of art major, teachers should pay attention not only to students' painting skills but also to students' physical and mental health, so as to cultivate positive and upward art talents.

4. The teaching system of fine arts can not keep up with the pace of social development

Today's art majors are very headache employment after graduation. Why? Because of the "big and

mixed" teaching mode in Colleges and universities, many students majoring in fine arts can not grasp a core professional painting skills at all. Students feel that although they know a lot of art expertise, they do not have core skills to participate in the work. In the final analysis, the teaching system of art specialty can not keep up with the pace of social development:

4.1 Competition for teachers'posts is fierce

Most of the students majoring in fine arts are going to be an art teacher after graduation. However, with the implementation of the new regulations of teacher qualification certificate, it is difficult for many students majoring in fine arts to enter primary and secondary schools to teach fine arts, and their professional ability is not particularly prominent. Compared with graduates majoring in painting, there is a big gap in their abilities.

4.2 Increased pressure on social employment

With the gradual popularization of modern education, the group of college students is becoming larger and larger, and the number of employed students is increasing every year. For students majoring in fine arts, there is basically no market for painting except for the direction of education. Some people may say that "Art is not the development of visual communication design course." However, courses like design are purely complementary to the role of art majors, and how can they really be able to meet the requirements of the design market. Students majoring in fine arts have no better competitiveness in the huge market of graduation.

5. The Reform of Art Education Should Fully Embody the Professional Characteristics

Art major is different from other courses in the University curriculum. It is a highly practical specialty. In order to highlight the training of applied talents, we should emphasize the pertinence of curriculum setting, the adaptability of basic courses, the practicability of professional teaching and the relevance of practical teaching in the teaching process.

(1) To rectify the old pattern of separating professional courses from basic courses in the past. Making Basic Courses Real Professional Foundation

(2) Make appropriate adjustments to the curriculum arrangement to highlight the cultivation of students'social application ability. According to the social needs and the employer's employer requirements, the practice-based curriculum supplemented by the method of education, targeted to let students learn while doing, in practice to improve their hands-on ability.

(3) Only in practice can theory embody the value and significance of existence. Combining with the actual needs of the society for artistic talents, this paper summarizes some old and inappropriate teaching models and experiences in the past, adjusts the teaching and content of professional courses appropriately, and highlights professional practicability.

6. Changing the traditional teaching methods of fine arts specialty and the backward theoretical teaching mode

Maybe many students will say that "art design research course sounds very boring", which requires the teachers who teach art design course to adjust their teaching methods. If they do not change their teaching methods, they will make students sound very irritable, not interested in the course at all, and finally give up the course. We know that the traditional teaching mode is simply to read the theory to the students, and the students can easily sound sleepy. We should know that art design research needs not only the support of knowledge theory, but also the ability to express emotion and beauty. If only the usual whiteboard model is used to teach the course, the students can only learn nothing at last. In the end, such art majors can only be eliminated by social development.

(1) Developing creative teaching activities and having an excellent teaching mode is very important for students to acquire knowledge well. According to the students'interest and social development, we can add the things that students like and the interesting things that happen in the

society as classroom teaching in order to discover students' new knowledge frankly and increase students' cognition and understanding.

(2) Change the traditional teaching method, pay attention to the interaction between teachers and students in the teaching process, combine professional knowledge, stimulate students' innovative consciousness and learning enthusiasm.

(3) According to various conditions, a large number of Chinese and Western art works and image materials are projected by means of multimedia to enrich students' art theory and knowledge reserve, so that a reasonable combination of various methods can be made to achieve the best effect of teaching.

(4) Break the traditional inherent model, and adopt an effective combination of large and small classes. In a classroom with a large number of students, teachers can first talk about important knowledge points. In a small number of classes, students can learn some relatively simple knowledge by themselves, and group discussion can be carried out to promote the further development of the expressive ability of art majors.

(5) Teach students in accordance with their aptitude. Different students have different opinions on the same thing. Teachers can divide students into different groups according to the situation, and give different explanations and analyses to the difficult questions raised by students.

7. To change the examination system of the theory of fine arts, courses should be enriched and improved

For a long time, there has been no great change in the examination system of fine arts. Generally, there is a general examination at the end of the term. A set of questions is extracted from the question bank and printed out for the students, and then the final total score is recorded according to the usual results. The biggest disadvantage of this kind of examination is that it can not assess the real level of students, which often causes unfair phenomena. Students can get high marks even if they don't study in the end. This disadvantage is extremely harmful to art teaching and education. How can we assess the real level of students?

(1) Changing the previous mode of final examination, it is not the final examination result that decides that the student's course is very excellent. You can combine some of the usual classroom performance, homework, etc. as a common score, and then combine the test results.

(2) Art design communication should be regarded as a major teaching course in the process of reform of art specialty. Through the in-depth development of the art design course, let the students majoring in art have a good design foundation. After having the foundation of design, students can combine their own painting inspiration to design some rare and fresh design artworks in the market. At the same time, when carrying out the reform of the teaching system for art majors, they should follow up the teaching progress strictly according to the standards formulated in the Curriculum Outline.

(3) Students majoring in fine arts can't just learn painting, but should find out what are the characteristics of their major? The characteristic is visual design communication design, which should be grasped as a basic course. In this way, students majoring in fine arts can not only acquire theoretical knowledge, but also master a practical skill.

8. Conclusion

Nowadays, there are new directions for the development of fine arts specialty in personnel training, development concept, operation mode, evaluation strategy and other aspects. The teaching reform of fine arts specialty in Colleges and universities must conform to the requirements of the society for the quality of talents. At the same time, students should not only learn the content of "big and miscellaneous" fine Arts courses, but also find the fine arts specialty accurately. Core positioning. Finding a position and making bold innovations can help students majoring in fine arts develop more artistic inspiration by developing some characteristic auxiliary courses. Let the students majoring in

fine arts continue to deepen their study and improve their abilities, conform to the trend of social development, and become the composite talents of fine arts.

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