

## Analysis and Reflection on the Present Situation of Art Education in Higher Vocational Colleges

Cai Linjie<sup>1</sup>, Jiao Yonghui<sup>2</sup>

<sup>1</sup>Shanghai electronic information college, Shanghai, China

<sup>2</sup>Shanghai modern circulation school, Shanghai, China

**Keywords:** Higher vocational colleges, Art, Education, Current situation analysis.

**Abstract:** With the development of the times, the education of higher vocational colleges has undergone tremendous changes. Both the art education model of higher vocational colleges and the teaching content of art textbooks have been rationally adjusted. However, because higher vocational colleges do not pay enough attention to art education, in the process of concrete practice, there are also many difficulties and obstacles. Based on this, this paper first expounds the current situation of art education in higher vocational colleges, and then analyses the problems existing in art education in higher vocational colleges, such as narrow understanding of the concept of art education, lack of teaching system of art education, and weak awareness of students' art accomplishment. It puts forward some ideas for the future construction of Art Education in higher vocational colleges, which has a positive role in promoting quality education in Higher Vocational colleges.

### 1. Research background

#### 1.1 Literature review

In recent years, the scale of Higher Vocational Education in China has changed historically. Expanding enrollment has become the only way for the development of Higher Vocational colleges. Expanding enrollment effectively alleviates the contradiction and pressure of “supply and demand” of higher vocational education (Zhou, 2017). With the deepening of higher vocational education reform, art education has also led to the development of curriculum reform, discipline construction, teacher training and teaching equipment (Li and Lv, 2018). Art education is an important core content of aesthetic education in Higher Vocational colleges, and to a certain extent, it is also one of the ways of quality education. The ultimate goal of art education is to cultivate people with all-round development of morality, intelligence, physique and beauty. Art education helps students shape perfect personality through various forms of education and teaching (Liu, 2018). As early as the 18th century, Schiller, a German thinker, proposed that all-round development of people could be trained through aesthetic education. Schiller emphasizes that aesthetic education plays an irreplaceable role in training all-round talents (Liu, 2017).

#### 1.2 Purpose of research

Higher vocational art education plays a very important role in promoting students' all-round development and strengthening their creative consciousness. Since the implementation of the enrollment expansion policy in Chinese schools, the number of college students has increased year by year, and the art education in Chinese higher vocational colleges has also increased the enrollment expansion. Among them, professional art colleges, vocational colleges and other schools have generally established art departments. At present, the educational structure of art education in higher vocational colleges has changed greatly, and art education has been paid more and more attention. At the same time, it has gradually become an important part of training comprehensive quality talents in Higher Vocational colleges. However, in recent years, many higher vocational colleges in China have made a lot of mistakes in the software and hardware of art education because of a large number of enrollment expansion. Moreover, while enrollment expansion has brought a large number of students, higher vocational colleges are also facing a lack of teachers. These

problems directly lead to the neglect of the fundamental significance of the development of art education in Higher Vocational colleges. Art education is a long-term arduous task. Therefore, in order to achieve long-term development, higher vocational colleges need to constantly broaden their horizons, formulate long-term development plans, and really play a subtle role in education for students.

## 2. Analysis of the present situation of art education in higher vocational colleges

With the rapid development of China's social economy, the employment pressure of college students is getting heavier and heavier. Higher vocational colleges have gradually neglected art education, and many vocational colleges are inseparable from the market operation of art curriculum and curriculum teaching (He et al., 2017). The school has gradually become an important place for “professional vocational training”, and the improvement of students' own quality has been gradually ignored. At present, vocational education in Higher Vocational Colleges pays attention to the development of students in many aspects from the perspective of career. It not only pays attention to the cultivation of students' professional knowledge and professional ability, but also provides comprehensive planning and guidance for students' emotions, emotions, psychology and spirit (Ding, 2018). In recent years, higher vocational colleges gradually regard art education as a key course, and use art education to strengthen the cultivation of students' comprehensive quality. However, this educational concept is not very mature, there are still some shortcomings. According to the survey, as shown in Figure 1, students themselves also have some problems. Most students have not paid too much attention to art education (Wang, 2018).

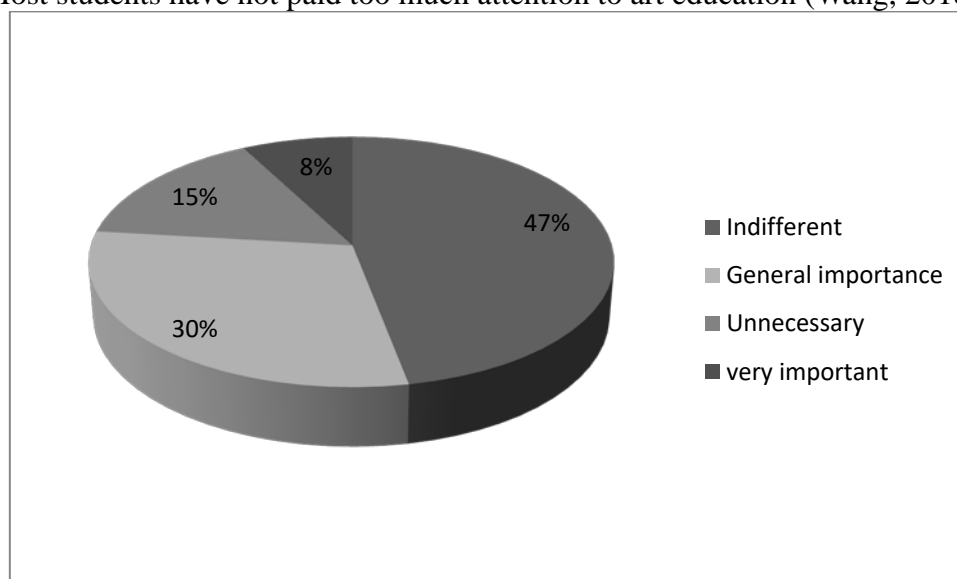


Figure 1. Proportion of Higher Vocational Students' Attention to Art Education

## 3. Problems in higher vocational art education

### 3.1 Narrow understanding of the concept of art education

Generally speaking, people's understanding of art education is music and art education, which is also the conventional understanding of art education in most schools in China (Li, 2018). Nowadays, the concept and connotation of art education in higher vocational colleges still lack integrity and scientificity, which directly leads to serious blindness in art education in Higher Vocational colleges. Although art education includes music education and art education, it is different from art education and music education. It combines music, art, photography, calligraphy and other forms of artistic expression (Wang and Yan, 2018). The narrow understanding of art education in higher vocational colleges is not conducive to students' acquisition of the most basic art knowledge and ability. The most important thing in art education is the sublimation of students' psychology and spiritual realm.

The blindness and irrational education practice in higher vocational art education also hinders the improvement of students' sound personality (Zhang and Chen, 2017).

### **3.2 Lack of systematic teaching system in art education**

At present, although the art education in China has been listed as a key educational goal by every university, there are still many imperfect systems for art education in most higher vocational colleges, such as teaching plan, curriculum system, teaching materials and so on. In addition, in many higher vocational schools, art education is presented in the form of public elective courses, coupled with insufficient attention from leaders, teachers and students, leading to the marginalization of art education teaching supervision, and teachers' randomness in the progress and objectives of teaching courses (Zhang and Wang, 2017). Moreover, there are many subjects and forms of expression in art education, and it is difficult to achieve the fundamental purpose of art education because it completely depends on the art curriculum of music and art or simple literature appreciation. Good campus environment and artistic differentiation are also indispensable to the construction of culture and health. These effects on students are invisible, and the curriculum system of art education is an important part of art education. At present, China's art education is seriously lacking of a systematic and scientific teaching system.

### **3.3 Students' weak awareness of artistic accomplishment**

For a long time, the traditional education in China is exam-oriented education. Because of the psychological pressure of employment, college graduates attach more importance to the utility and practicability of learning. Colleges and universities also focus their teaching tasks on practical courses, but they do not attach much importance to art education courses which are not very helpful to their own development and the future. Most students choose art and education courses only because they can get enough credits. The credits of art elective courses are easier to obtain than those of other exam-oriented courses. As for the campus art and cultural activities organized by the school, most students take part in them with the attitude of entertainment. In the long run, it is difficult for students to cultivate their own artistic accomplishment in art education, which is also very unfavorable to the promotion and opening of their spiritual world. At the same time, this is also the main reason for the contemporary vocational college students' weak awareness of artistic accomplishment.

## **4. Some thoughts on art education in higher vocational colleges**

### **4.1 Improving the understanding of art education in higher vocational colleges**

Educational departments should give correct and unified planning guidance in view of the lack of awareness and attention to art education in Higher Vocational colleges. In the Outline for the Development of China's Educational Reform, it should be clearly pointed out that the fundamental purpose of educational development and reform is to refresh national literacy and cultivate excellent talents for all-round development. Therefore, the training of students in higher vocational schools should emphasize not only knowledge, but also quality, so as to truly realize the all-round development of students' knowledge ability and high quality. This is also the key goal of higher vocational school education at present. Moreover, higher vocational schools should enhance their own understanding of art education, so as to set an example for teachers and students. On the one hand, this is conducive to promoting teachers to set an example and actively carry out art education for students. On the other hand, students in such an atmosphere for a long time can consciously improve their comprehensive quality.

### **4.2 Strengthen the course construction of art education**

The core of the sustainable development of art education in higher vocational schools is the curriculum construction of art education. Therefore, many higher vocational schools should set up art education courses according to their own actual situation. In addition, different levels and different types of art education courses have been offered. For example, film and television

appreciation, photography exhibition, art appreciation, art introduction and other different art elective courses. These have a positive role in promoting the construction of art education curriculum. In addition, higher vocational schools should organize and hold various kinds of special lectures to guide students to actively carry out art aesthetic activities. In the specific course arrangement, the art appreciation course should be the focus, such as music appreciation, film and television appreciation, literature appreciation, and so on. These courses are scored. Students can choose one they like as a compulsory course according to their own preferences. In order to further enhance students, teaching materials and teaching equipment should be synchronized. The abundance of teaching means is also an important guarantee to strengthen the construction of art education curriculum.

#### **4.3 Strengthening the construction of the teaching staff in higher vocational education**

There are serious shortcomings in art education teachers in Higher Vocational schools, which lead to many courses can not be carried out smoothly, which is also an important problem in Higher Vocational Art education. Most of the art education in higher vocational colleges is held by teachers of the art department. However, most art teachers have a single design level and structure, and can not afford more art education courses. Therefore, higher vocational colleges should cultivate the innovative consciousness of art teachers, actively introduce art education talents from art colleges, and improve teachers' academic qualifications by means of going out for further study. In addition, higher vocational colleges can train teachers' ideological quality and higher theoretical ability of consciousness education by organizing training courses and visiting famous art schools.

#### **References**

- [1] Zhou X.(2017).Thoughts and Discrimination on Contemporary Ideas of Art Criticism, *Art Review*, 15 (2), 80-85.
- [2] Li G., Lv L.J. (2018). From STEM Education to STEAM Education: Analysis of the Role of Arts, *Chinese Audiovisual Education*, 39 (09), 37-45+53.
- [3] Liu H. (2018). Reflections on Promoting National Art to Promote the Value of Cultural Construction in Colleges and Universities, *Party Building and Ideological Education in Schools*, 36 (14), 84-85.
- [4] Liu Z. (2017). Reflections on the Hot Educational Hot of Art Management, *Art Observation*, 37 (6), 28-29.
- [5] He J.Y., Huang L.L., Wu L.L. (2017). Entrepreneurship Education for Art College Students: Current Situation, Problems and Countermeasures, *Research on Higher Engineering Education*, 35 (2), 151-154.
- [6] Ding J. (2018). Task Setting of Theme Teaching: Taking Art Design Major in Higher Vocational Education as an Example . *China Vocational and Technical Education*, 26 (26), 58-63.
- [7] Wang H.W. (2018). Study on Quality Education of Garment Major in Higher Vocational Colleges--Comment on "Course Theory of Training High-quality Talents of Garment Major with Artistic Engineering Characteristics" ,*Printing and Dyeing Auxiliaries*, 35 (6), 83-84.
- [8] Li L.C. (2018). Exploration on the Integration of "Double Creation" Education and Ideological and Political Education in Art Vocational Colleges, *Education and Vocational*, 102 (1), 73-78.
- [9] Wang K, Yan S.B. (2018). Application of Project Teaching Model in Art Design Major of Higher Vocational Education, *Education and Occupation*, 102 (12), 104-107.
- [10] Zhang W., Chen K.Y.(2017). Research on the Course Construction of Interior Art Design Major in Higher Vocational Colleges Based on "Progressive Professional Ability", *China Vocational and Technical Education*, 25 (17), 84-88.
- [11] Zhang X., Wang W.T.(2017). Research on the Teaching Theory of Art Design Specialty in Higher Vocational Colleges: A Review of Web Design and Production, *Educational Review*, 33 (5), 168-168.