

Investigation and Analysis of Art Courses in Colleges and Universities under the Concept of General Education

Liu Shan

Arts Education Centre, Beijing Jiaotong University, China

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Abstract: Based on the investigation of the art curriculum in colleges and universities, this paper analyses the current situation and existing problems of the public art curriculum system in colleges and universities, and puts forward some countermeasures to improve the art curriculum system in colleges and universities.

1. Introduction

General education is an integral part of higher education. As far as its purpose is concerned, it aims to cultivate citizens who have a sense of social responsibility and take an active part in social life in an all-round way. As far as its content is concerned, general education is a kind of education with a wide range of "non-professional" and "non-utilitarian basic knowledge" skills and attitudes. Art education is an integral part of general education and an important way to implement quality education. The art education we study is different from the professional art education of art colleges, referring to the public art education for all students of non-art majors.

In order to make the subject "Study on the Public Art Education Curriculum System under the General Education Concept" more universal and authentic, our research team members have made preliminary investigations on the establishment of art education courses in ordinary universities. We collected 39 catalogues of art courses offered by colleges and universities through the relevant pictures and information collected from the course selection system of students in 13 provinces. Through comparison and statistics, we obtained some rough data, which provided a certain basis for our topic "Research on the course system of public art education in Colleges and Universities under the concept of general education".

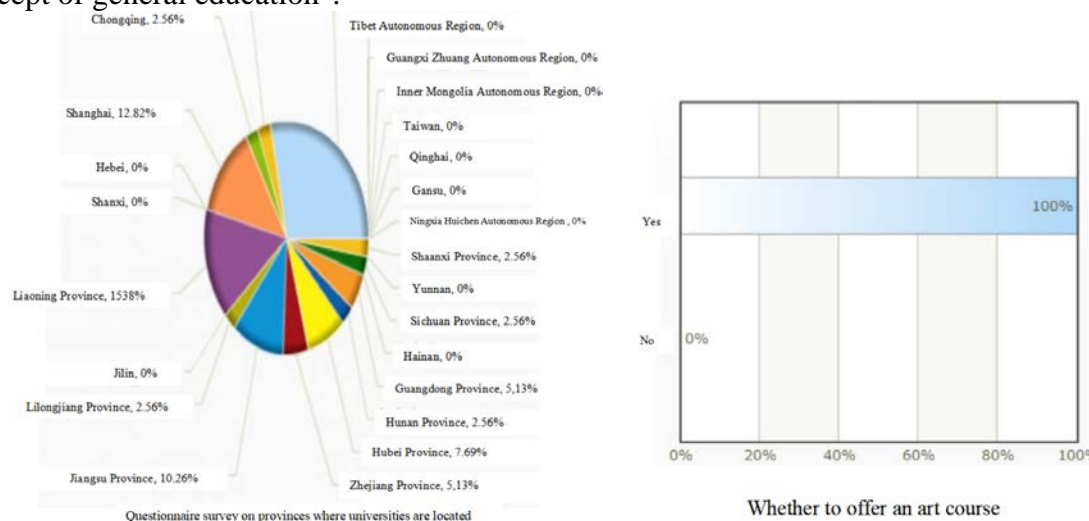


Fig.1 Public Art Education Curriculum System

2. Current Situation of Art Courses in Colleges and Universities

2.1 Art courses involve various categories

In the Guidance Program for Public Art Education Courses in National Colleges and Universities

issued by the Ministry of Education in 2006, the provisions of the curriculum setting point out that the limited art elective courses should include Introduction to Art, Music Appreciation, Art Appreciation, Film and TV Appreciation, Drama Appreciation, Dance Appreciation, Calligraphy Appreciation and Opera Appreciation. Arbitrary school selection courses include works appreciation, art history and art practice, such as "Appreciation of Symphonic Music", "Appreciation of Folk Art", "A Brief History of Chinese Music", "A Brief History of Foreign Art", "Contemporary Film and Television Review", "Modern Art Review", "Chorus Art", "DV Production", etc.

Questionnaire Survey of Colleges and Universities		
Province	University Name	Number
Beijing	Beijing University, Tsinghua University, Renmin University, Beijing University of Posts and Telecommunications, Beijing Forestry University, China Agricultural University, Beijing Jiaotong University, Foreign Affairs College, Capital University of Economics and Trade, China University of Political Science and Law	10
Shanghai	Fudan University, Shanghai Jiaotong University, Shanghai University of Finance and Economics, Donghua University and East China Normal University	5
Tianjin	Nankai University and Tongji University	2
Liaoning	Dalian Maritime University, Dalian University of Technology, Dalian Ocean University, China Medical University, Northeast University, Northeast University of Finance and Economics	6
Jiangsu	China University of Mining, Nanjing University of Aeronautics and Astronautics, Nanjing University, Nanjing University of Posts and Telecommunications	4
Hubei	Central China Agricultural University, Wuhan University and Wuhan University of Technology	3
Heilongjiang	Harbin Institute of Technology	1
Shaanxi	Northwest University of Technology	1
Guangdong	Jinan University and Shenzhen University	2
Chongqing	chongqing university of technology	1
Zhejiang	Zhejiang University and Hangzhou University of Electronic Science and Technology	2
Hunan	Central South University	1
Sichuan	Southwest Jiaotong University	1

The schools surveyed in this year are mostly in more developed regions such as Beijing, Shanghai, Jiangsu, and Liaoning, and there are fewer schools in the central and western regions. Each institution surveyed has an art program. The art categories covered in the course include dance, music, drama, drama, art, calligraphy, photography, pottery, flower arrangement and so on. The number of courses offered varies from school to school. For example, the number of courses offered by Tsinghua University is more than 50. Chongqing Polytechnic University offers two art courses.

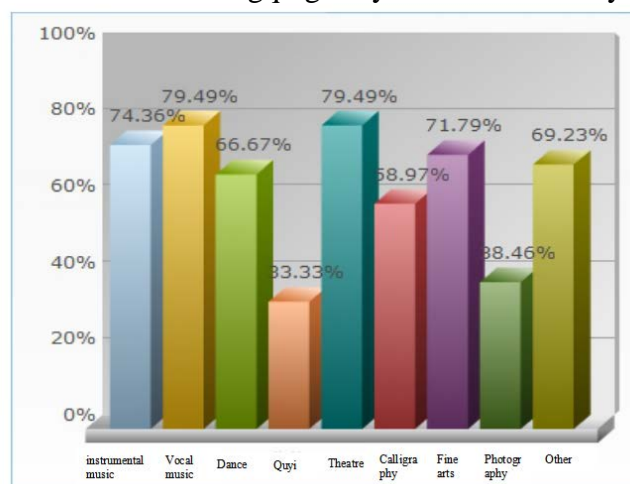


Fig.2 Category covered by art coursed

2.2 Art Course Form

At present, art education in Colleges and universities has many forms, such as art courses, art lectures, Art Troupe training and so on. In this survey, we mainly analyze the content of the first class of art education in Colleges and universities. From the survey, we can see that the first class of art courses is mainly divided into three types: Appreciation Courses, Practice Courses, and Combination of Theory and Practice.

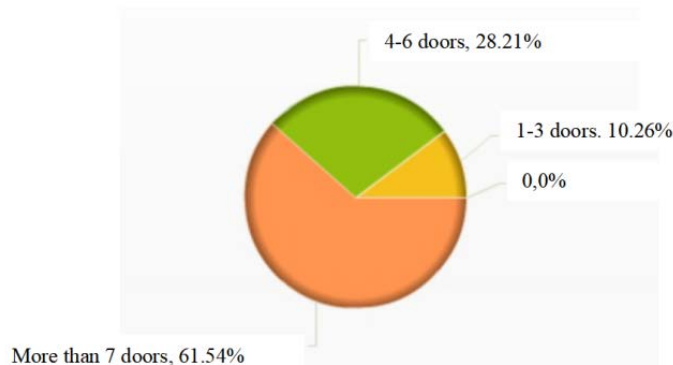


Fig.3 Opening of Appreciation Courses

2.3 Appreciation Course

Some of these courses focus on art theory. Such as: "Introduction to Popular Music" by Shanghai Jiaotong University, "Introduction to Film and Television Art" of Northeastern University, etc., in addition to containing art theory, accompanied by appreciation and analysis of art works. For example, "Appreciation of Dance Works" set up by Renmin University and "Appreciation of University Music" set up by Harbin University of Technology, etc. Among the universities surveyed, 10.26% offered 1-3 courses, 28.21% offered 4-6 courses and 61.54% offered more than 7 courses.

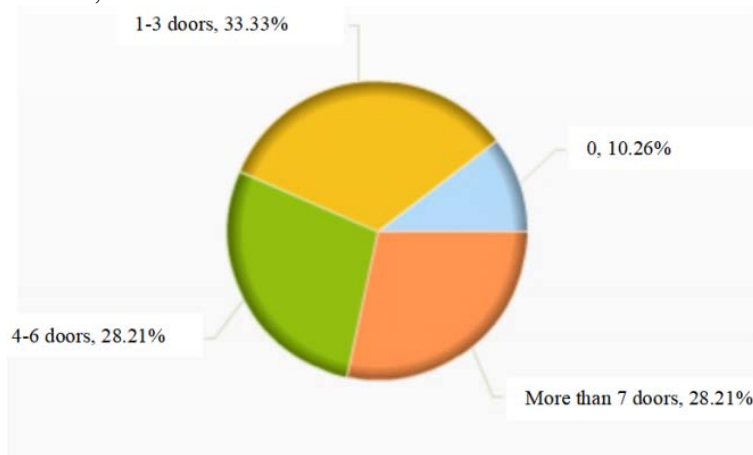


Fig.4 Practice class starts

2.4 Practical Courses

This kind of curriculum mainly focuses on the experience of artistic practice. For example, Tsinghua University's "Ballet Basic Skills Training and Skills" and so on. Some courses even develop the artistic creation potential of ordinary college students, such as "Campus Song Creation" offered by Tsinghua University. Among the surveyed colleges and universities, 10.66% of the universities had no practical courses, 33.33% of them opened 1-3, 28.21% of 4-6, and 28.21% of 7 or more.

2.5 A Combination of Theory and Practice

This type of course combines art theory with artistic practice. Such as: "Singing and Music Theory Foundation" opened by Tianjin University. Appreciation and Practice of Chinese Ethnic

Folk Dance, opened by Beijing Jiaotong University. Among the universities surveyed, 41.03% did not have the courses of combining theory with practice, 53.85% opened 1-3, 2.56% opened 4-6 and 2.26% opened more than 7.

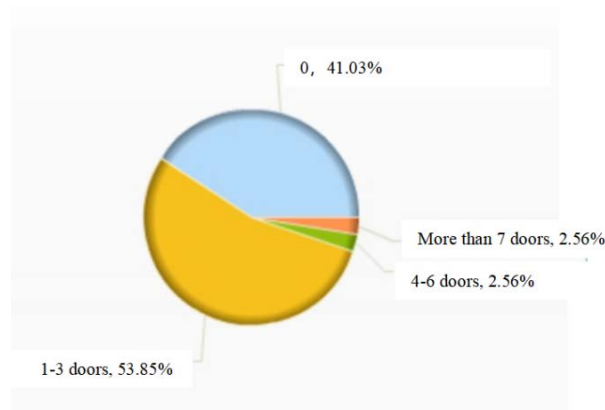


Fig.5 Appreciation and practical course start

According to the survey data, appreciation is the most common form of the three courses, and more than four courses account for 90% of the art courses in all colleges and universities. Practice courses are much less than appreciation courses, 10.26% of colleges and universities do not offer practical courses, and the largest proportion of 1-3 courses is 33.33%. The combination of theory and practice is the least of the types of courses. Nearly half of the colleges do not have this form, accounting for 41.03%, and 1-3 for 53.85%.

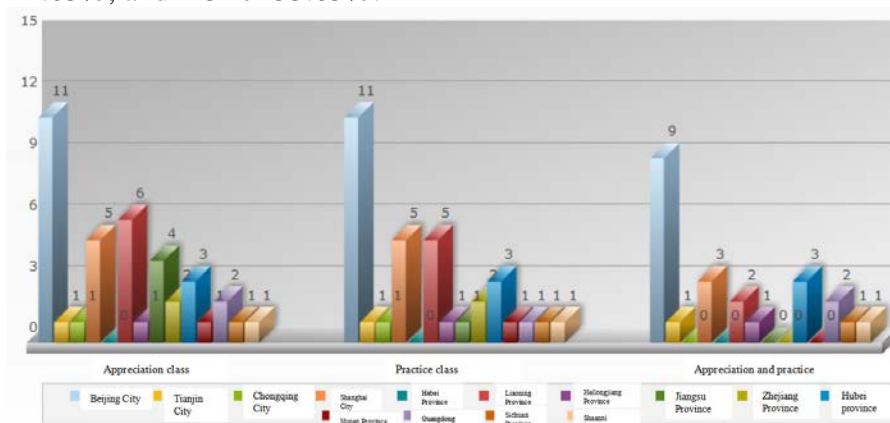


Fig.6 The survey data

3. Problems in the Art Course System of Colleges and Universities

Art education curriculum in general colleges and universities has been developing vigorously from scratch. However, from years of teaching and this investigation, we deeply feel that there are some problems in it.

3.1 Lack of Systematic and Complete Course System of Public Art Education

Throughout the art education courses in Colleges and universities, there are no uniform outlines and standards from the planning of teaching objectives to the selection of teaching materials; from the setting of teaching forms to the evaluation of teaching results. There are few horizontal teaching discussions among colleges and universities. Basically, they are all cultivated and self-contained.

3.2 Course settings vary from person to person, and there are limitations in the types of art courses involved.

In the survey, we found that some schools have Peking Opera lessons without pottery lessons, some have dance lessons without calligraphy lessons, and some have composition lessons without flower arranging lessons. It is obvious that there is a close relationship between the opening of art

courses and teachers. Most schools offer art courses with any art teacher, and art teachers determine the content and form of teaching according to their own specialty. Due to the lack of teachers, the art categories involved in the art curriculum have also had great limitations. Most schools' art courses are difficult to achieve, allowing students to have more choices.

Due to the shortage of teachers, the number of art courses is limited. Due to the characteristics of art itself, in order to ensure the quality of teaching, the classroom capacity of some practical courses is relatively small, which is also a difficult problem in the popularization of art courses. This makes college students eager for art sigh at the difficulty of choosing art courses.

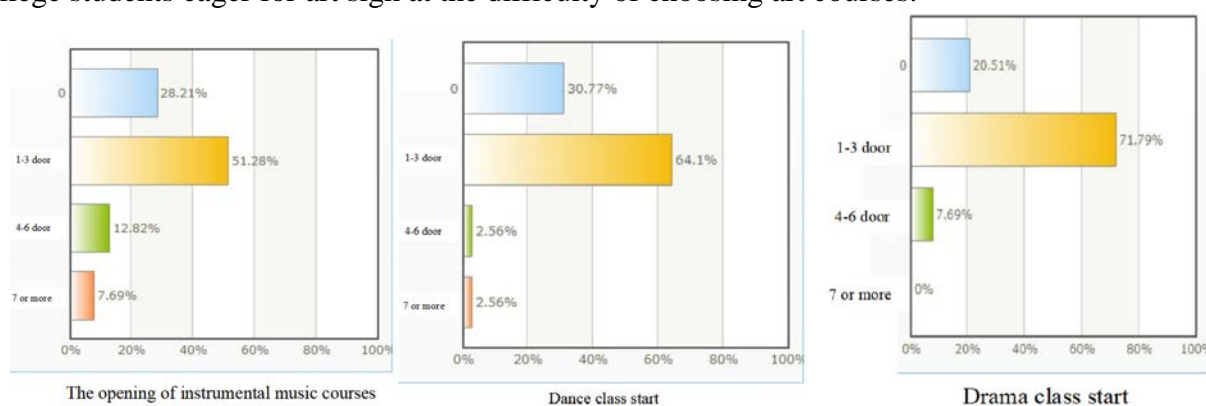


Fig.7 Course settings

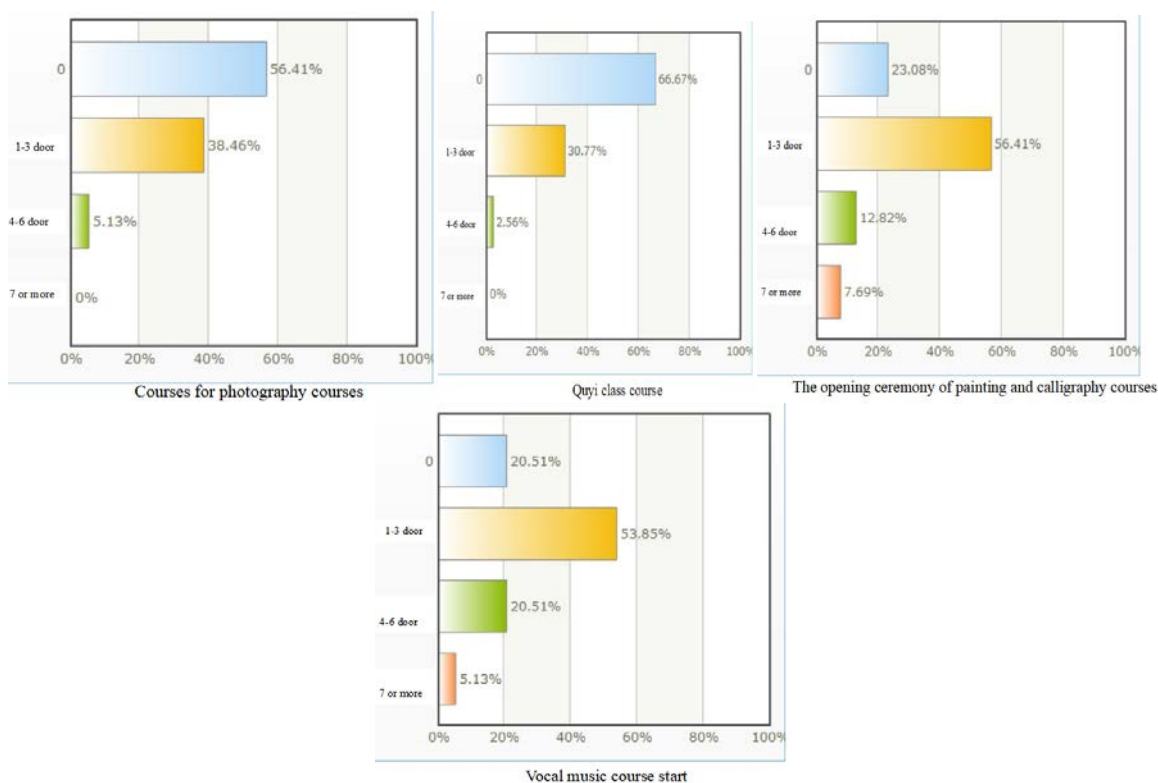


Fig.8 Questionnaires

From the above questionnaires, we can see that there are zero openings in all art categories. Among them, 28.21% were instrumental music, 30.77% were dancing, 20.51% were vocal music, 20.51% were drama, 56.41% were photography, 66.67% were qiyi, and 23.08% were calligraphy and painting. From this, it can be inferred that the art categories covered by art courses in various universities are not comprehensive, and the types are not rich enough, which has certain limitations.

3.3 The inaccurate professionalization and popularization of art curriculum content

At present, most of the art teachers in ordinary colleges and universities have graduated from professional art colleges or from professional art groups. They are all from the art class. For

students who teach zero art foundation, there will be certain choices in the selection of course content and teaching methods. Some courses are too professional, divorced from the students can grasp the actual level immediately; it will make students difficult to understand and accept. Some courses are too simple to make students feel superficial and thirsty.

3.4 Lack of a perfect evaluation mechanism of art curriculum.

Some colleges and universities do not have a perfect evaluation mechanism for the teaching objectives, teaching contents, teaching methods and teaching achievements of the art curriculum. There is no certain evaluation of the teaching level of the teachers and the teaching effects of the classroom. The evaluation and assessment of students is also a single paper test, and students' feelings and benefits of the course have not received timely feedback. The comprehensive evaluation of teaching and learning has certain one-sidedness.

4. The Countermeasure of Perfecting Art Course System in Colleges and Universities

4.1 Improve the emphasis on the concept of general education and the construction of art curriculum, learn from foreign experience, and construct a curriculum system with distinctive characteristics.

The concept of general education originated from abroad. General education is also called "general education" and "holistic education". It was first evolved from Aristotle's "liberal education, namely liberal arts education". Education should liberate people's minds, cultivate people's thinking and exploration spirit, perfect people's morality, pursue truth, and finally realize the harmonious development of human body and mind. We should recognize the importance of general education for talent cultivation. Through the study of foreign general education, combined with the existing resources and characteristics of art education in China, we should break down professional and disciplinary barriers and form a more reasonable art curriculum system that conforms to the characteristics of ordinary colleges and universities.

4.2 Perfect the teaching staff of art and make the art curriculum system as complete as possible.

Introduce artistic talents and establish a stable team of full-time art teachers. The categories of art talents are as wide and comprehensive as possible, and the art courses offered here will be rich and varied. The cooperation of professional colleges and universities, and the recruitment of a group of professional and part-time teachers, play a leading and complementary role in the art profession. To cultivate art teachers' general idea, guide them to integrate their professional knowledge and general idea, so as to form the concept of art education under the general idea, so that art curriculum can play a better role in the process of training talents.

4.3 Teaching students in accordance with their aptitude, adding a variety of teaching methods and carrying out hierarchical learning.

Before the opening of the art curriculum, it is necessary to fully understand the degree of education of the students' art, and to establish entry-level, intermediate and advanced courses according to the degree of students, to effectively solve the differences in the artistic foundation and adapt to different student groups. Apart from the existing teaching methods, in addition to the instillation of art theory, we constantly develop a variety of teaching modes to increase students' participation and practicality. For example: the combination of appreciation and creation, the combination of appreciation and discussion, etc. It enables teachers and students to form a benign interaction in the process of teaching. Such a teaching method can put the concept of general value into practice in education and teaching, and make the teaching content of the course move towards the goal of diversification.

4.4 Establishing an effective evaluation mechanism of art curriculum.

On the one hand, it is a comprehensive evaluation of teachers' teaching achievements. Establish a

network teaching evaluation platform, and set up a special person to compare and analyze the relevant information. We should actively consider students' interests and hobbies, timely understand students' feedback on curriculum teaching, and pay attention to and follow up students' online evaluation of teachers.

On the other hand, it is an effective consideration of students' learning. In terms of evaluation mechanism, we can adopt a multi-faceted evaluation method. Through classroom communication and discussion, we can improve the understanding of theoretical knowledge and the level of artistic practice. The assessment method can also be more flexible. In addition to the previous questionnaires and paper models, it is also possible to comprehensively consider the art practice activities of students in and out of the course.

4.5 Strengthening the construction of art troupes and promote the development of campus culture.

Combine the first classroom with the second classroom, set up more art display platforms, extend the art curriculum to the campus culture, and expand the development space of the art curriculum from another level. Let students apply what they have learned, improve their interest in learning art and enhance their self-confidence. It also promotes the development of campus culture.

To sum up, in the process of globalization, China needs the support of advanced education system to achieve sustainable development. Art curriculum plays an irreplaceable role in the curriculum system of colleges and universities in China. Only by solving the problems in the art curriculum system can we cultivate a group of outstanding talents for the motherland!

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