

# RESEARCH ON REFORM IDEAS AND MEASURES OF INTEGRATION OF QUALITY EDUCATION AND ART COMPETITION

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In order to solve the problems of teacher and student participation fatigue, serious utilitarian thinking, difficult interdisciplinary exchanges, and large space for teachers' improvement in art competitions under the background of quality education, this paper puts forward new ideas for the reform of quality education and art competitions. Using the questionnaire survey method, the survey and research on students of different grades; using the literature review method, reading a lot of related policies, literature and books to find theoretical support, the paper puts forward feasible reform ideas and implementation initiatives, from the optimization of the ecology of the competition, cultivate professional ideals, improve the quality of education, strengthen the top-level design of four aspects to explore how to stimulate students' creativity, cultivate students' comprehensive ability, so that the quality education and art The competition can better support and lead students' future growth and social needs.

*Keywords: quality education; art competition; fusion; reform; initiatives.*

## *Introduction*

Since the 20th Party Congress, General Secretary Xi Jinping has emphasized, «We should comprehensively strengthen and improve aesthetic education in schools, insist on educating people with beauty and culture, and improve students' aesthetic and humanistic qualities». The state implements the innovation of aesthetic education and vigorously promotes the construction of new liberal arts. China's rapid economic development, society's demand for creativity and innovation is increasing, the demand for high-quality talents is growing, quality education and art competition reform has become an important issue in the development of teaching and learning. In order to promote the further development of China's higher education, how to better consolidate the basic teaching, actively use subject competitions to improve the quality of teaching, establish students' love for the profession, the ideal of not forgetting the beginning, so that students can finally master a high level of professional competence, is an important proposition of the current teaching practice innovation of art and design majors, this paper focuses on the reform of quality education and art competitions, and explores the new ideas and initiatives for reform. In this context, we examine the current teaching concepts and competition mechanisms, combined with in-depth surveys and research for students of different grades, aiming to put forward practical reform paths and specific measures, with the goal of cultivating the comprehensive ability of students, so that they can develop comprehensively in a variety of fields.

### *1. Overview and development of relevant theories*

#### *1.1. Overview of the development of quality education*

The theory of quality education refers to the concept and practice of education that aims to cultivate the overall quality of students. In the theory of quality education, it emphasizes the attention to students' intellectual, moral,

physical, aesthetic and labor education, and promotes the comprehensive development of students' knowledge, character, physical and mental health, aesthetics, and practice, etc. Between 1970 and 1980, China's education began to carry out comprehensive reforms, and began to change from «knowledge education» to «quality education», and the education policy began to emphasize the comprehensive cultivation of students, and advocate the cultivation of students' comprehensive quality «knowledge education» to «quality education», the education policy began to emphasize the comprehensive training of students, advocating the cultivation of students' comprehensive quality, not only focusing on the transmission of knowledge, but also paying more attention to the cultivation of students' ideology and morality, physical and mental health, and practical ability. 1990's, the concept of quality education gradually took root in people's hearts, and began to put forward the idea of emphasizing the comprehensive development of students. In the 1990s, the concept of quality education gradually took root in people's hearts and began to put forward the concept of integrating the five education systems, which emphasized the comprehensive development of students' intellectual, moral, physical, aesthetic and labor education, and the Ministry of Education incorporated quality education into the education reform plan, stressing the all-around development of students and the cultivation of their innovative consciousness and practical ability. In the 21st century, the 16th to 20th Party Congresses have included quality education in their reports, with the expressions «comprehensively promoting quality education», «comprehensively implementing quality education» and «developing quality education». The expressions are «comprehensively promoting quality education», «comprehensively implementing quality education» and «developing quality education», which consistently show the importance attached to quality education [1]. This has consistently demonstrated the importance attached to quality education. In line with this, in 2002, China's higher education crossed the threshold of «massification»; in 2005, China's higher education entered a new stage of «quality enhancement»; in 2010, China issued the «Outline of the National Medium- and Long-Term Educational Reform and Development Plan (2010–2020)». In 2010, China issued the «National Medium and Long-term Education Reform and Development Plan Outline (2010–2020)» will «promote fairness, improve quality» as the primary task of education [2]. In recent years, with the continuous changes in the world economic pattern, China's higher education is facing «education, science and technology, talent» and other major challenges. The challenges of quality education in the new era The theory of quality education continues to develop and improve after entering the new era, emphasizing the subjectivity of students and the professional development of teachers, and encouraging close cooperation between schools and society. The Ministry of Education released the planning outline of National Education Modernization 2035 for the New Era, further emphasizing the goal of comprehensively promoting quality education and building a modernized

education system. With the continuous progress of society and the advancement of education reform, the concept of quality education continues to evolve and improve, and in the future quality education will continue to develop and gradually become the mainstream concept of education in China, providing more support and guidance for the overall development of students and the progress of society, and is related to the cultivation of students' abilities required to improve the quality of the nation, and the development of quality education is related to the high-quality development of education and the realization of the goal of a strong socialist modernization country. realization.

### *1.2. Overview of the development of art competition*

Art competitions are competitions established to encourage students to demonstrate artistic creativity, innovative thinking and skills, which focus on cultivating students' unique creativity and expression and encouraging them to show their individuality. These competitions usually cover a variety of art fields, such as painting, music, dance, drama, handicrafts, etc., to stimulate students' love for art and interest in learning, and to promote students' creativity, expressive ability, critical thinking and It promotes the development of students' comprehensive abilities such as creativity, expression, critical thinking and teamwork. The historical development of art competitions has gone through many stages, covering different fields of art and competitions for different purposes. at the beginning of the 20th century, during the initial development stage of art education, individual schools might organize some small-scale art competitions, but they did not form a large scale. in the middle of the 20th century, some academic institutions began to set up academic prizes, encouraging students to show their talents in the field of art. With the increasing awareness of the value of art education, the education systems of various countries began to strengthen their support and organization of art competitions. The scope of art competitions has gradually expanded to include not only writing, painting, music, dance, drama, and handicrafts, etc. Today, art competitions have begun to move towards internationalization, where students have the opportunity to display their talents on the international stage and compete with their peers around the world, which provides a platform for students to demonstrate their talents and to learn more about art. These competitions provide a platform for students to showcase their talents and creativity, as well as laying a good foundation for their future artistic development and professional exploration. With the advent of the digital era, many competitions have begun to utilize online platforms to display their works and select winners, which has pushed forward the competition of digital art innovations The history of art competitions has witnessed the development of art education at different times, gradually evolving from the initial fragmented competitions into a global system of diverse and pluralistic competitions, which has provided a broader platform for students to display their talents and explore innovations.

### *1.3. Overview of the development of quality education and art competitions at home and abroad*

#### *1.3.1. Development of domestic quality education and art competition*

At the end of the 20th century, China began to emphasize quality education and the cultivation of students' all-round development, and a number of art competitions gradually appeared during this period. In 1981, the China Artists Association, the Ministry of Education, and other organizations co-sponsored the National College Students' Art Exhibition, which is a long-running art event covering painting, sculpture, calligraphy, photography, and other categories, and aims to showcase the artistic talents of college students, and has attracted great attention every time. Around 2000, the government and education authorities began to pay attention to these competitions, providing support and guidance, encouraging schools and institutions to organize and participate in them, and more types of art competitions began to appear in China, covering various fields of art, such as painting, music, dance, calligraphy, etc. In 2001, a group of college students from Renmin University of China, Beijing Institute of Technology, and other colleges and universities, led and supported by Beijing Dramatists Association, held an exhibition at Beijing People's Art Gallery in Beijing, China. In 2001, a group of college students from Renmin University of China, Beijing Institute of Technology and other universities, led by Beijing Dramatists Association and supported by Beijing Renyi Little Theatre, opened the prelude to the first college students' drama festival of the 21st century, and the Beijing college students' drama activities have opened a new course of going out of the campus and integrating into the society since then. It encourages the expression and creativity of college students through drama and stage plays.

From 2010 to now, the scale of the competition has been expanded, and the concept of quality education has been deeply rooted in people's hearts. In 2012, Zhao Niannian wrote an article entitled «Research on the promotion of art design teaching and practice based on professional competitions», proposing that in the process of teaching, the teachers should make the teaching content and teaching methods introduce professional design competitions into the classroom, establish a practical teaching place to cooperate with the teaching of theoretical knowledge, and increase the flexibility and purposefulness of the teaching[3]. In 2017, Zuo Yingying wrote the article «Research on the Teaching Practice Innovation of Art and Design Subject Competition under New Situation», which proposed that the subject competition of art and design is not just a simple teaching link, and that school teachers should think highly from the overall teaching system of the art and design specialty and enrich its connotation in the teaching link innovation of subject competition [4]. In 2017, Huang Meirong wrote Exploration of Innovative Talent Cultivation Mode of Art Design in Professional Competition and Social Practice, proposing that in order to make the sustainable development of the art design profession, the competitiveness of art design should be improved, which can not be separated from the reform of professional competition and social

practice in colleges and universities [5]. In 2019, Huo Kai, Jia Pindi wrote an article «Research on the Countermeasures of Art Design Professional Competition and Achievement Transformation», which analyzed the two major problems in the field of art design professional competition, namely, low quality of competition and insufficient transformation of post-competition achievements, and discussed the countermeasures and suggestions for the transformation of the achievements of the design professional competition in light of the problems [6]. In 2020, Peng Xiaoguang and Chen Kehan wrote an article entitled «Cultivation of Innovation and Entrepreneurship Practical Ability of College Students under the Leadership of Discipline Competitions--Taking the College of Architecture and Art Design of Hunan University of Science and Technology as an Example», in which they put forward the idea of transforming the students from «disciplinary competitors» to «employment and entrepreneurship people», «employment and entrepreneurship», emphasizing the cultivation of students' innovative spirit and the enhancement of students' entrepreneurial practice ability [7]. It emphasizes the cultivation of students' innovative spirit and enhancement of their entrepreneurial practice ability.

Art competitions are expanding in scale, attracting more students to participate, and new competition programs and innovations are constantly emerging, encouraging students to show their personality and talent in artistic creation. The contents of current competitions are more integrated with different fields such as science and technology, humanities, etc., promoting interdisciplinary development to optimize the evaluation criteria and paying more attention to students' creativity, expression ability and practical application. These phases of development show the changes and development direction of China's quality education and art competitions in different periods, from the small scale and single type in the early stage to the diversified and comprehensive development nowadays. This process also reflects the in-depth promotion and practice of the concept of quality education in Chinese education, and promotes the comprehensive development of art education in China.

### *1.3.2. Development of quality education and art competition in foreign countries*

In some countries or regions around the world, there is a long tradition of valuing the arts and creativity, and arts education is seen as an important way to develop students' creativity and expressive abilities, and art competitions may have been part of the education system for a long time. The Scholastic Art & Writing Awards, founded in 1923, is one of the oldest and largest art competitions in the U.S., with a history of 100 years. It encourages students to show their unique talents in the fields of art and writing, and provides a platform for young artists and writers to display and develop their creativity, and promotes their academic and professional development. The Red Dot Design Concept Award was established in 2005. The Red Dot Design Concept Award was established in 2005 to discover and recognize new design concepts and innovations, laying the

groundwork for the birth of future high-quality products, and has become a platform for evaluating and recognizing outstanding design works with a high level of professionalism and sufficient amount of gold. The Rookies was established in 2009, and is an international digital art competition covering game design, animation, virtual reality, and other digital media art competitions, The Rookies, established in 2009, is an international digital art competition covering game design, animation, virtual reality and other digital media arts, which provides a platform for students, graduates and new digital artists to showcase and evaluate their works, as well as an opportunity for them to connect with professionals in the industry. Founded in 1999, the Adobe Design Achievement Awards is an international design competition covering a wide range of design categories, including graphic design, illustration, animation, application design, etc. It encourages students to showcase their innovation and talent in different design fields. These competitions and awards are highly regarded events in their specific fields, providing valuable exposure and recognition for aspiring students in related fields, often in close partnership with professionals and companies in the industry. These competitions continue to emerge in a variety of countries and regions, providing a platform for students to showcase their creativity and talents, and contributing to the development of arts, science, technology and innovation education on a global scale. The early beginnings of the competitions may have been to develop and showcase students' artistic talents and creativity within the education system, as well as to encourage innovation and expression. These competitions have long been contributing to the advancement of arts education and creative development.

In the United Kingdom, the education department encourages schools to provide a comprehensive arts education through initiatives such as the Cultural Education Plan, the Arts Education Strategy, and the Arts and Design Curriculum, and in 2019, the UK Department for Culture announced the Arts, Culture and Heritage Empowerment Plan, which is designed to support arts education and provide greater access to the arts. In the United States of America, in 2015, the state of California enacted the Prioritization of Public Education Act, which is designed to provide a comprehensive education that including arts and cultural education, while the National Endowment for the Arts and the National Arts Education Association in the United States also have initiatives in support of arts education. Norway released the National Cultural Schools Program in 2019, which aims to encourage schools to provide more comprehensive arts education, including music, theater, dance, and visual arts. The Singaporean government is committed to the development of comprehensive education and encourages students to participate in various arts competitions and presentations. This country has invested a great deal of resources in fostering the all-round development of its students. These countries have adopted various policy initiatives at different times to support the development of quality education and arts competitions. Their

policies are aimed at encouraging the holistic growth of students in the field of arts and provide support and resources at different levels.

In China, as the concept of quality education continues to be promoted, art competitions, as part of quality education, have gained widespread attention and support, with schools and educational institutions actively organizing all kinds of art competitions, including in painting, music, dance and handicrafts. These competitions not only encourage students to give full play to their creativity and imagination, but also promote their aesthetic ability and artistic cultivation, and also serve as a platform for students to display themselves and compete with each other in terms of their skills, providing them with opportunities to exercise and grow. In foreign countries, many countries also attach importance to the development of quality education and art competitions, encouraging students to display their creativity and artistic talents. These competitions are not only to recognize outstanding art works, but also to develop students' creative thinking, problem-solving ability and skills of self-expression. At the same time, these competitions provide students with opportunities to win awards, scholarships, and recognition by arts organizations or schools. Both at home and abroad, quality education and art competitions play an important role in promoting the holistic development of students, laying a good foundation for their growth and future development.

## *2. Questionnaire survey and development status*

### *2.1. Questionnaire survey*

In order to study in depth the challenges of integrating quality education and art competitions in China's colleges and universities, so as to accelerate the creation of a new mode of art competitions in colleges and universities and optimize the teaching concepts, the author designed a questionnaire, which was designed to assess the degree of college students' understanding of the teaching mode of art competitions, and at the same time to solicit their suggestions for constructing a brand-new teaching system. By distributing the questionnaire to students of different grades and analyzing the 102 valid questionnaires recovered in depth, we aim to draw key conclusions. The survey respondents include undergraduates, graduate students and university graduates, whose views will provide the author with valuable feedback that will help assess the limitations of the current teaching model and provide directions for improvement.

#### *2.1.1. Question design*

The questionnaire has 6 questions, which are: education (undergraduate, graduate); whether they have participated in art competitions; if so, how many times they have participated in art competitions; the reasons for participating in art competitions (academic requirements, interest-driven, career development); what are the results of the competitions; and the current problems encountered in participating in art competitions. We investigated college students' views on art competitions from different aspects and their opinions on the exploration of the reform path of quality education and art competitions.

### 2.1.2. Result analysis

Through the analysis of the returned questionnaires, the following conclusions are drawn: 89% of the college students have participated in art competitions and often participate in related competitions because they are required to participate in the competitions by their teachers' course assignments, or because they participate in the competitions to meet the requirements of graduation credits. It can be seen that most of the students belong to the "passive" participation, that is, to participate in the competition as a task requirement, basically in order to complete the graduation task to participate in the relevant art competitions, utilitarianism is too heavy, so it is difficult to make a distinctive artistic creation, through the integration of the questionnaire survey results, organize the development of quality education and art competition in China's current situation. , there are currently four points, namely, excessive frequency of tournaments, teachers and students are tired of participating; utilitarian thinking is serious, professional ideals are weakened; lack of comprehensive courses, difficult to cross-disciplinary exchanges; teachers have a large space for enhancement, and the comprehensive ability to be improved (See Tab. 1).

Tab.1

Survey and statistical analysis of participation in art competitions

Name (of a thing)	Options (as in computer software settings)	Frequency	Percentage (%)	Cumulative percentage (%)
Education attainment	undergraduate student	84	57.53	57.53
	postgraduate student	62	42.47	100
Have you participated in Art Competition	be	130	89.04	89.04
	clogged	16	10.96	100
Attended a few Art Competition	1-5 times	45	30.82	30.82
	6-15 times	62	42.47	73.29
	16 or more	39	26.71	100
Participation in art competitions underlying causes	Academic requirements	69	47.26	47.26
	interest-driven	28	19.18	66.44
	career development	49	33.56	100
How did the competition turn out?	Received a grade award	84	57.53	57.53
	Only ever received an honorable mention/ merit award	38	26.03	83.56
	Never won an award.	24	16.44	100
Current problems encountered in participating in art competitions	Too many competitions, too much fatigue	52	35.61	35.61
	Competition is different from your dream hobby	28	19.18	54.79
	I don't know what the requirements are to win	30	20.55	75.34
	Don't know how to enter the contest	9	6.16	81.5
	No interest in professional	27	18.49	99.99



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## *2.2. Development status of quality education and art competition in China*

### *2.2.1. Excessive frequency of tournaments and teacher and student participation fatigue*

In China, art competitions usually take place by corporate propositions, local government propositions, each event's own propositions as well as non-propositioned tracks. The greater demand for art classes leads to an overabundance of competitions, and statistics show that there are nearly 30 competitions as of December 2023 alone. Students need to dedicate a lot of time to prepare for competitions and may need to do so after school, on weekends or even during vacations, which can lead to a lack of rest and recreation time and exacerbate the pressure of learning. In order to prepare for competitions, studies are compressed and cut down on other subjects or wider areas of study, leading to one-sided and limited knowledge learning, and there is also a lack of time to fine-tune their works because they have to participate in too many competitions. This makes it difficult to ensure the quality of each work. Frequent competitions can lead to fatigue, loss of enthusiasm and motivation for learning, and boredom as students see learning as a source of stress rather than fun.

### *2.2.2. The utilitarian thought is serious and the professional ideal is weakened*

Most colleges and universities have adopted «extra points for comprehensive test» and «competition exemption» to encourage college students to participate in relevant competitions so as to obtain better study and employment opportunities, for example, Tongji University for the «Challenge Cup» in the «Challenge Cup» For example, Tongji University encourages undergraduates who get excellent results in the «Challenge Cup» competition to get exemptions from graduate school. The Beijing University of Posts and Telecommunications (BUPT) has awarded students who have won the «Beijing Cultural and Creative Design Competition», «Beijing University Students' Calligraphy Competition», «Beijing University Students' Industrial Design Competition» and other art competitions with corresponding bonus points when they are exempted from the university's admission program. Some students have invested a great deal of time and energy in order to pursue the good results of the competitions and to increase their advantages in the evaluation of excellence and precedence, instead of genuinely enhancing their studies and knowledge. If students fail to achieve the expected results, they may doubt their own value and ability, reduce their learning motivation and self-confidence, and neglect the depth of specialization and the essence of the subject for superficial learning. In order to cope with the competition, students only focus on test-taking skills, but neglect the depth and essence of the discipline. Excessive pursuit of awards may make students only have an understanding of knowledge points related to a specific competition, rather than truly exploring the subject area in depth in order to meet the requirements of the competition, weakening the students' exploratory spirit and

innovative ability, resulting in their inability to think independently outside the framework of the competition. For teachers, they will focus more on teaching competition-related knowledge and skills in the classroom, and less on exploring and expanding the essential knowledge within the subject. In this case, students' learning will be more oriented to test-taking skills and the ability to cope with competitions, rather than real exploration and knowledge enhancement in the discipline.

*2.2.3. The lack of comprehensive curriculum makes it difficult to communicate across disciplines*

Certain competitions may emphasize the content and skills of specific disciplines, leading to a strengthened tendency for students to specialize and to prefer learning and thinking in a single field to comprehensive learning, and to participate only in competitions in specific disciplines, limiting students' knowledge and exploration of other subject areas and leading to a lack of understanding of other disciplines. This leads to the lack of interdisciplinary communication and integration ability, making it difficult for students to form a comprehensive knowledge structure, and losing the opportunity for diversified thinking, making it difficult to synthesize the knowledge of different disciplines for comprehensive thinking and problem solving. Take Platinum Creative International Student Graphic Design Competition as an example, this is a competition for all students in the field of graphic design, and the theme for 2023 is «Hai Nai Bai Chuan – Scenario-based Information Graphic Illustration of the Essence of Chinese Civilization». Students are required to collect and organize information, and then draw and design. If students only focus on their own major courses, they may not have enough knowledge of other subject areas, lack the mastery and application of comprehensive knowledge, and lack the understanding and exploration of different disciplines, which may lead to limitations in problem solving and thinking, and will take more time in the design process.

*2.2.4. Teachers have large room for improvement, and their comprehensive ability needs to be improved*

Teachers' ability to guide students in competitions and to stimulate their innovation needs to be improved, as evidenced by their insufficient knowledge of methodology; some teachers lack an understanding of effective methods of guiding students in competitions, and they may be unable to devise systematic learning plans to effectively guide students to excel in competitions. Insufficient personalized guidance for students. Some teachers fail to provide personalized guidance according to students' personalities and abilities, thus adopting a single teaching method that fails to meet the needs of different students, which is not in line with the concept of «teaching according to students' abilities» in quality education. As for teachers' insufficient subject and comprehensive abilities, some teachers may only have in-depth knowledge of their own field of study, and may not have sufficient in-depth knowledge of other specific subjects to provide students with multi-level, in-depth guidance, which also leads to one-sided

learning and is not conducive to the comprehensive and integrated development of students.

### *3. Quality education and art competition integration reform ideas and measures*

#### *3.1. Optimize the competition ecology*

##### *3.1.1. Reasonable planning of competition schedule*

Optimizing the ecology of competitions and rationally planning competition schedules refers to the establishment of a competition schedule coordination mechanism, whereby the education sector can work with individual schools and competition organizers to develop competition schedules. Through communication and planning in advance, to ensure that the time of different competitions does not overlap, while school teachers draw up an annual competition schedule, listing the time and location of various competitions to help schools better arrange for students and teachers to participate in the relevant competitions, and regular inspection and evaluation of the competition schedule, adjustments for possible conflicts or overlap, as far as possible, the competition will be arranged in the whole school year in different As far as possible, the competitions are arranged in different time slots throughout the school year, rather than being concentrated in a short time slot, to avoid over-intensive competition schedules, to prevent over-fatigue and concentration of pressure on students and teachers, and to give students and teachers more choices, so that they can arrange their time in a better way, and to strike a balance between the competitions and the relationship between learning and teaching.

##### *3.1.2. Multiple types of competitions*

Optimize the ecology of competitions, and participation in diversified competitions refers to interdisciplinary competitions, design and promote interdisciplinary competition projects to allow students to demonstrate their abilities in multiple subject areas, and allow students to combine knowledge and skills from different disciplines to solve problems, and explore and solve problems together Encourage students to propose and execute social projects to solve real-life problems, and cultivate practical abilities and a sense of social responsibility. Provide training for instructors to participate in competition guidance so that they can better guide students to participate in diversified competitions, provide resources and support needed for various competitions, including equipment, funding and professional guidance, etc., and set up a reward mechanism to motivate students to actively participate in diversified competitions, not only in terms of awards, but also in terms of evaluation of participation and innovativeness, in order to guide students to participate in the correct mindset, dilute their utilitarianism to achieve all-round development. The above approach requires the joint efforts of all parties, including education authorities, schools, teachers and competition organizers. Diversified competition participation and planning competition schedules form an optimized competition ecological

mechanism, and students are provided with a wider range of development space and participation opportunities to promote their all-round development. (See fig.1)

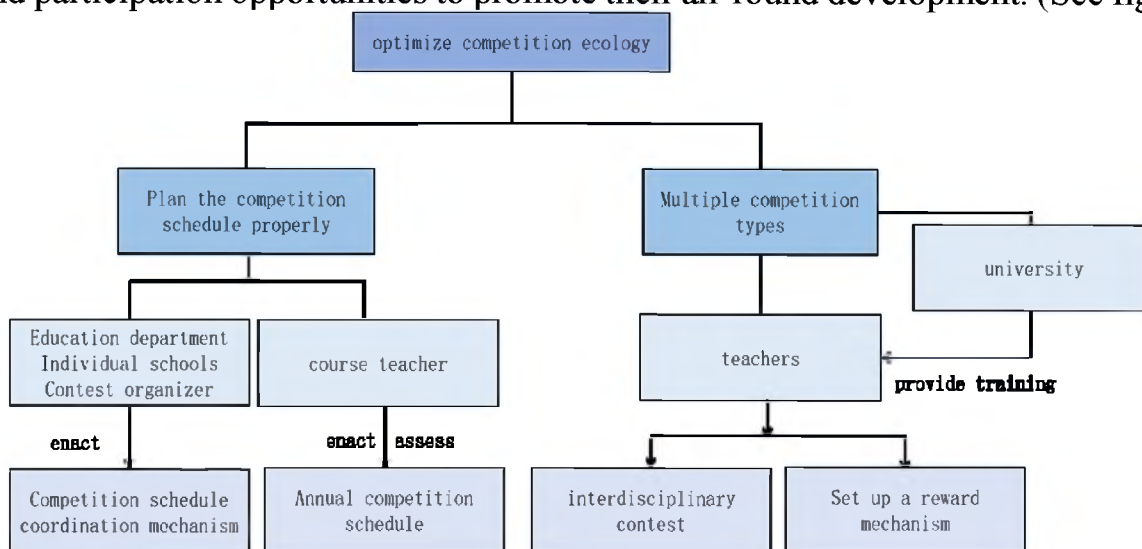


Fig. 1. Optimizing competition ecological mechanism

### 3.2. Cultivating professional ideals

#### 3.2.1. Guide students to clarify their professional goals

Cultivating students' professional ideals, guiding them to clarify their professional goals, conducting creative exploration and feedback, organizing creative cultivation activities to create creative workshops or art creation classes, encouraging students to engage in creative exploration, cultivating their artistic aesthetics and expressive abilities, stimulating students' creativity and artistic expressive abilities, and promoting the enhancement of their skills and aesthetic qualities in the field of art. A professional jury for the competition is set up on campus to evaluate and provide guidance to students' works, guiding them to clarify their creative direction and potential. Students can have a clearer understanding of their interests and areas of specialization, and thus define their personal direction of professional development. At the same time, accompanied by art practice and mentor support, we organize practice projects or artwork demonstrations, so that students can demonstrate their artwork and creative achievements in practice and deepen their knowledge of their professional fields. We have established an art mentor system on campus, inviting professional artists or teachers to act as mentors for students and provide targeted art guidance and advice.

#### 3.2.2. Integrate quality education into the professional curriculum

Cultivate students' professional ideals and integrate quality education into the professional curriculum, so that students not only improve their professional skills, but also focus on the cultivation of their creativity, critical thinking and teamwork abilities. Integrate interdisciplinarity, so that students can integrate the knowledge and skills of other disciplines in their artistic creation, develop comprehensive literacy and practical skills, and at the same time carry out comprehensive evaluation and practical application, assessing from multiple

dimensions, designing comprehensive evaluation criteria, including creativity, technicality and the impact of art works, etc., to comprehensively assess the results of the students' artistic creation, and encouraging students to apply the artistic skills they have learned in community or practical projects, cultivate their ability to apply their artistic knowledge in practice, and receive more targeted assessment and guidance from a professional perspective to help them better develop their artistic aspirations. Integrating art competitions with students' professional goal clarification and quality education will help students develop more comprehensively in the field of art, enhance their professional skills and quality education, as well as equip them with a more solid foundation and quality in their future career development (See Fig. 2).

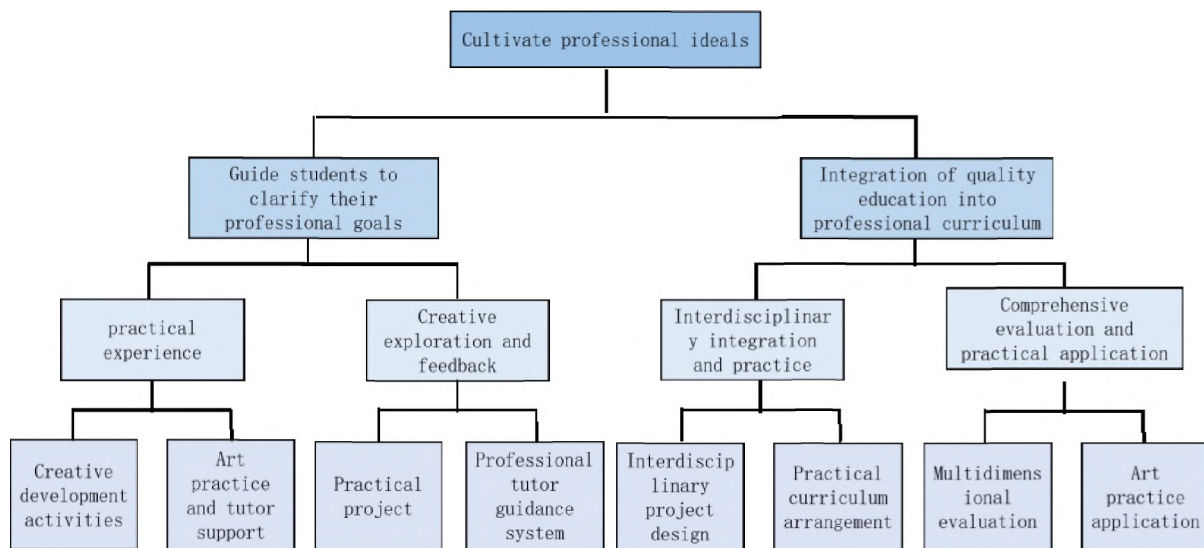


Fig.2. Cultivating professional ideals

### 3.3. Improving the quality of education

#### 3.3.1. Teacher training and professional development

Teacher training and professional development refers to the provision of systematic, purposeful training for teachers. From the two aspects of art education training and interdisciplinary integration, special art education training courses should be designed to improve teachers' professional skills, help teachers strengthen their artistic creation skills and teaching methods, so as to better guide students to participate in art competitions. Meanwhile, professional training should be provided for teachers in competition guidance, teaching evaluation standards, guiding strategies and how to effectively guide students to participate in competitions. It can guide students to participate in art competition more effectively and improve the teaching level. Pay attention to interdisciplinary integration, provide interdisciplinary teaching training, encourage teachers to integrate the knowledge of different disciplines in teaching, help students develop interdisciplinary thinking and ability, train teachers to adopt novel teaching methods, such as project-driven teaching, cooperative learning, etc., can better combine the knowledge of different disciplines and provide more diversified

teaching methods. In order to improve teaching quality and student participation, and promote the cultivation of students' comprehensive ability.

### *3.3.2. Cultivate students' comprehensive quality*

Students' comprehensive quality training refers to the development of creative development plans in competition and education, allowing students to give full play to their creativity and imagination in art competitions, promoting their individual performance and teamwork, and encouraging students to participate in specific projects, through problem solving and practice to cultivate innovative thinking and teamwork skills, so as to drive learning. To cultivate creativity, teamwork and problem-solving skills. Improve artistic literacy and comprehensive ability, design courses for artistic literacy, help students understand art culture, aesthetics and history, improve their understanding of art and appreciation ability, students can improve art appreciation ability, interdisciplinary thinking and integration ability of multiple skills in the learning and comprehensive ability assessment of artistic literacy courses. Formulate a comprehensive ability assessment mechanism, including not only the assessment of professional skills, but also the assessment of creativity, teamwork and interdisciplinary ability, so that students can gain practical experience in art competitions and promote the development of creative thinking and practical skills. Integrating art competition into teacher training and students' comprehensive quality training can improve teachers' guidance ability, help improve students' professional quality and comprehensive ability in the field of art, and also help teachers better guide students to participate in competitions, promote the improvement of students' artistic creation level, and make contributions to the overall improvement of education quality.

## *3.4 Strengthening top-level design*

### *3.4.1 Formulate policies and regulations*

*First of all, the curriculum reform policy should be carried out to incorporate art competition into the curriculum, and support schools to set up diversified and innovative art courses provides guidance and norms for art competition and quality education, so as to better integrate it into the education system. The second is to establish an evaluation system of competition results, clarify evaluation indicators and standards, ensure fair and scientific evaluation methods, and incorporate competition results into students' comprehensive evaluation system to ensure scientific evaluation of competition results and art education quality, and further promote the improvement of education quality. At the same time, it is necessary to standardize the art competition, issue guidelines for the competition, standardize the organization, management and evaluation process of the competition, clarify the goal, scope and evaluation criteria of the competition, and formulate resource guarantee policies to ensure that schools and educational institutions have enough art education resources and financial support to provide support for the art competition. Through the formulation of the policy, students can obtain more learning opportunities related to art competition and art*

education, promote the development of their comprehensive ability, and the formulated competition evaluation standards and review process ensure the fairness of the competition, so that students can participate in and evaluate the competition in a fair environment, and increase their interest in taking the initiative to participate.

#### *3.4.2 Establish a supervisory mechanism*

Secondly, quality monitoring and evaluation shall be carried out on a regular basis to evaluate the development of art innovation courses and competition activities, establish a regular evaluation mechanism, formulate a plan to evaluate art innovation courses and competition activities, and conduct a comprehensive evaluation from the aspects of teaching quality, student participation and results. At the same time, the establishment of relevant departments responsible for the implementation and supervision of quality education policies, timely discovery and solution of problems, the establishment of specialized agencies responsible for the implementation and supervision of quality education policies, to ensure the effective implementation of policies, coordination of relevant departments to cooperate, the establishment of problem feedback mechanism, encourage educators and students to report problems, timely solve the problems in the competition and curriculum. Clarify the evaluation criteria and review process of the competition, ensure the fairness and justice of the competition, avoid improper review and bad competition, emphasize the transparency of the competition review, so that participants and the public can understand the review process and standards. The establishment of these policies, regulations and supervision mechanisms can ensure the standardized operation of quality education and art competition, safeguard the rights and interests of students to participate in competition activities, and promote the orderly development of art education and quality education.

#### *4. Conclusion*

To sum up, in the context of the rapid development of the new era, the reform of quality education and art competition should be based on the current situation of talent cultivation, a comprehensive understanding of the characteristics of the curriculum of art majors and the basic situation of the students, and based on this reasonable planning and designing the content and methods of art competition in the context of quality education [8]. Optimize the ecological environment of art competition at this stage. Optimize the ecological environment of art competitions at this stage, reasonably plan the competition schedule, and participate in competitions in a diversified way; strengthen the cultivation of students' professional ideals, guide students to clearly define their professional goals, and enhance the comprehensive quality cultivation; improve the quality of education in schools and teachers, strengthen teacher training and professional development, and integrate quality education into the classroom; and constantly strengthen the top-level design to formulate relevant policies and regulations and establish a regulatory mechanism, so that quality education and

art competitions can complement each other in the end. A teaching mode in which quality education and art competition complement each other. In order to help students master more professional knowledge, develop good learning habits, and improve their innovation, creativity and teamwork ability in practice, thus comprehensively improving students' core qualities and promoting their healthy development.

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