

PRACTIAL RESEARCH ON QUALITY EDUCATION AND ARTISTIC INNOVATION REFORM IN THE CONTEXT OF FIRST-CLASS UNIVERSITY CONSTRUCTION

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Since the new era, the state has been paying more and more attention to art quality education, and the art quality education of college students is also facing various opportunities and challenges. This paper mainly discusses the relevant theories about art quality and its nature, and discusses the existing problems of art quality education in colleges and universities, including curriculum design, campus environment, and the development trend in the context of the new era, and finally puts forward corresponding strategies on how to promote the innovation and reform of art education. The path of implementing art quality education in colleges and universities is clarified so that it can run continuously, steadily and effectively, optimise the art cultivation and overall quality training of students in colleges and universities in an all-round way, and further improve the teaching level of colleges and universities.

Keywords: art education; creative practice; curriculum reform; colleges and universities.

1. Theoretical elaboration: overview of relevant theories

1.1. Artistic Literacy

«Artistic literacy» is also known as «artistic cultivation», which mainly covers the four aspects of thinking, learning, emotion and art. In short, «artistic literacy» is a general term for the appreciation, understanding and feeling of various forms of aesthetics such as art and music [1]. Through the implementation of more scientific and effective educational methods to carry out aesthetic education programmes, students can enhance their professional skills and overall ability, and significantly increase their sense of artistic responsibility, only in the process of learning to be fully committed to this can create a higher quality of work and a sense of life.

1.2. Artistic Quality Education.

The art literacy of college students refers to the inner comprehensive quality of having excellent perception, expression and creativity, and this internalised art education aims to enhance students' ability to appreciate and practice art. From the perspective of arts education, it can be divided into three levels: firstly, it is based on the significance of the arts discipline itself, covering four aspects: artistic creation, art history, art criticism and aesthetics; secondly, it is dominated by the integration of disciplines within the general teaching field, encompassing such forms as music, dance, theatre and the visual arts; and the third level concerns the crossover between the arts and other fields, mainly involves the integration with various aspects such as language, literature, science, philosophy, society, mental health and sports [2]. The goal of art quality education is to enhance college students' understanding and appreciation of art, and to mould correct aesthetic concepts and noble moral qualities. In this process, practice is a crucial part, so colleges and universities should integrate art quality education into all teaching

activities, including classroom, after-school and social practice and other aspects [3].

1.3. The Nature of Quality Education in the Arts

Art education can be divided into two levels: one is professional art theory and practice teaching, which aims to cultivate professionals in this field; the other is viewed from a broader perspective, i.e., it focuses on the public's learning of basic knowledge of the arts, in order to enhance their ability to appreciate the arts and mould a sound aesthetic mindset. The essence of art education in colleges and universities is humanistic, aiming to promote the overall development of college students through art education. As Cai Yuanpei once mentioned, the fundamental purpose of art education is to cultivate all-rounded talents under the goal of establishing morality and nurturing people. The goal of art quality education is not only to enable students to acquire rich and varied art knowledge and skills, but also to pay more attention to the role of art in the formation of personality and character moulding of college students.

2. Contextual Analysis: An Overview of the Issues of Quality Education and Artistic Innovation

2.1. Inadequate Curriculum System For Quality Arts Education

Failure to realise the art quality education curriculum in colleges and universities

With the development of education and teaching innovation in China, a complete art education system and its related disciplinary structure have been established and optimised in primary and secondary schools. This education model allows primary and secondary school students to understand and come into contact with some basic aesthetic knowledge, bringing aesthetic enlightenment to their spiritual world. However, the cultivation of college students' aesthetic literacy is usually not given enough attention, and college education is not well connected to the design of primary and secondary art courses, and college students pay more attention to professional knowledge and skills rather than cultural cultivation or aesthetic enhancement. Therefore, college students in the process of receiving quality education often ignore the learning of art courses, so that the original should play an important function of the «humanities» element has become weak.

The shortcomings of China's current art education are mainly due to its «uninteresting» educational approach, which is reflected in the fact that teachers do not take into full consideration the actual situation of the students and their learning needs when setting teaching objectives, and therefore do not effectively and reasonably plan the objectives of the art courses, which makes some students feel difficult, repulsed and rejected in the process of following the teacher's lectures. This makes some students find it difficult to follow the teacher's instruction and develop aversion and rejection, which affects the smooth progress of each teaching stage. In addition, art education in some colleges and universities mainly relies on traditional classroom teaching, and the scope and content of

teaching are greatly restricted. With the rapid development of Internet technology, art appreciation teachers can make full use of the rich resources on the network, not only combining images for teaching, but also using short videos and other types of dynamic resources to enrich classroom content. «It is better to read ten thousand books than to travel ten thousand miles», the actual personal experience is often more profound understanding than pure book knowledge, in the traditional classroom, the students' experience is limited to a certain extent, it is difficult to really establish emotional connection with art [4].

2.2. Lack of Institutional and Environmental Development of Art Education in Higher Education Institutions

Insufficient attention to the quality of art education, the lack of resource environment construction and other issues have led to many universities failed to use new media technology to create a quality art practice environment and channels for students. Especially for universities of science and technology, more resources are often invested in the field of laboratory equipment or machine manufacturing. Moreover, most art appreciation classes focus primarily on understanding and analysing various forms of works rather than on hands-on application experiences [5]. The fact that these courses are classified as optional shows that colleges and universities have not paid enough attention to them, and the financial and human resources required are relatively small.

Colleges focus on the construction of the discipline of this profession, often neglect the importance of humanities and arts teaching content, this phenomenon shows that there is a lack of institutional guarantee when colleges and universities establish the curriculum management system and structure. One of the most significant problems is the «non-curriculum» of art education. Although the state in the new era has clearly pointed out the need to pay attention to the development of art education and continue to improve the status of art education in higher education, and requires schools to set up art disciplines in accordance with the relevant rules and standards, but in the current examination-based education model, most of the art education in schools is marginalised. However, under the current examination-based education model, most of the art education in schools is in a marginalised state, resulting in students' art skills being weak and not at a high level.

2.3. Existing Concepts of Quality Education are not Fully Adapted to the Development of the New Era

With the continuous development of social economy, especially in the pragmatic educational environment, the profit orientation of quality education is becoming more and more obvious. This phenomenon has also affected the way of thinking and values of young people, who generally show a kind of impatience; they tend to study in order to find a job, so when faced with the learning of professional skills and the cultivation of artistic quality, they are more willing to choose the former. Due to China's examination system, the goal of art education has changed to mainly cultivate technical professionals, and the current trend of

art education is «skill-based», and the result of talent cultivation is often a technical artisan with «skill but no way». In general, under the impetus of many forces today, the essence of art education in China has been distorted.

Many colleges and universities are subject to the influence of traditional education concepts, in the prevalence of test-based education environment gradually ignored the cultivation of artistic literacy. When schools formulate overall curriculum and teaching plans, they treat art courses as electives, hoping that it can play an adaptive and supplementary role in the learning process. Generally speaking, the importance attached to education often depends on access to adequate funding for research, facility costs for activities, faculty resources, and support for new media technologies, but colleges and universities generally pay little attention to it. Moreover, administrators of art education institutions in colleges and universities do not have an in-depth understanding of its nature and underlying theories, and see it only as a simple extracurricular extension of art appreciation.

3. Reform Response: Quality Education and Artistic Innovation Practice Strategy

3.1. Implementation of Innovative Practical Curriculum for Multi-disciplinary Cross-fertilization

In the past, art appreciation courses usually used the final paper as the main assessment method, which generally suffers from low originality of the paper and the problem of students coping with it. In order to motivate students to learn more actively and truly understand the knowledge of art appreciation, teachers can adopt more flexible assessment methods. Reduce the weight of the final paper, and increase the mid-term assessment assignments with a higher degree of participation, such as social practice, appreciation report and art creation [6]. For the construction of the curriculum system, it can be divided into three levels: basic level courses, elective courses in the designated choice category and elective courses in the free choice category. Schools can implement arts education comprehensively and effectively in accordance with the actual situation, following the curriculum plan, curriculum standards and teaching guidelines. Actively explore expanded curricula that reflect the needs of professional education and the characteristics of students. In addition to the designated elective courses focusing on art appreciation, focus on and strengthen the education of art classics, and use the school's unique strengths to create art courses that incorporate professional characteristics [7].

Establish a record system for students' extracurricular activities, including their participation in community or village culture, such as learning about good folk art and watching folk performances. Encouraging students to visit art exhibitions and listen to specialized lectures on art, and the possibility of joining art seminars to share their insights should be regarded as important indicators for the assessment of students' artistic literacy. At the same time, interdisciplinary skills and extracurricular practical skills training centered on improving artistic

cultivation are actively promoted, so that parts of art education are integrated into relevant professional courses, and synergies between classroom lectures, extracurricular activities and social practice are built up.

3.2. Establishment of a Platform for Practical Workshops for University Students in Artistic Performances

Constructing and integrating art exhibition practice workshops into the practice of innovation and entrepreneurship education is a way to convert the results of innovation and entrepreneurship education and students' creative thinking into physical exhibitions or tangible products. Through students applying their learned skills to entrepreneurial activities in their specialized subject areas, the classroom is turned into an entrepreneurial place and entrepreneurial education is completed in class, while they continue to learn professional knowledge and accumulate practical experience in the process of their own entrepreneurial practice. A project coaching mechanism is established to facilitate project incubation, and a project-oriented teaching methodology is adopted to promote the integration of innovation and entrepreneurship education with students' practical work in the arts [8]. Teachers are responsible for guiding the innovative thinking of college students, providing them with technical support, stimulating their creative consciousness in thinking, and incubating these ideas in practical sessions. Based on the characteristics of the region, product lines that meet the needs of contemporary consumer groups and are creative are created to enhance the students' ability to work and competitiveness in job search.

Implementing an educational programme in creative thinking and entrepreneurial skills enhances students' self-awareness and raises the bar on the standards demanded of the work they create on their own. This type of education encourages them to complete classroom tasks while transforming them into actual products or services to be put on the market for sale. It is a holistic approach to learning that combines research, production and education to lead students to a deeper understanding of the uniqueness of the local culture and to improve their products accordingly in order to satisfy the needs of consumers. In addition, a new experimental pedagogical strategy has been introduced: the integration of creativity and entrepreneurship knowledge to create a new educational system that teaches basic concepts, then organizes a series of practical activities to deepen the learning of these knowledge points, and finally arranges a field trip to consolidate the results of what has been learnt, in order to achieve a comprehensive training.

3.3. Improvement of the Quality Monitoring and Supervision System for Quality Education in the Arts

The construction of a scientific and reasonable assessment system for arts education can ensure the quality of arts education and help to form a self-management and self-regulation mechanism. Considering both static evaluation and dynamic assessment of teaching results, it is necessary to judge not only teachers' teaching behavior but also their teaching strategies. And attention needs to be paid to avoiding students' fear due to art tests, measuring the degree of

development of students in terms of emotional attitude, aesthetic ability and creativity, etc. In particular, students' unique creations should be encouraged, innovative ideas should be supported, and students' artistic self-consciousness should be enhanced [9]. Create educational and teaching evaluation guidelines suitable for the professional characteristics of each institution, and set up a system of annual reports on the progress of artistic quality education in schools so that they can be reviewed and discussed. It is also necessary to actively implement the assessment of students' artistic literacy, and the results should be analyzed and shared on a regular basis. The coverage of artistic literacy education courses can be included in the monitoring and evaluation indicators for the modernization of education and teaching, which is a key factor that needs to be taken into account by the relevant departments of universities [10].

Relevant institutions can formulate a diversified policy covering the construction of ideology and morality, and jointly promote it from multiple levels such as colleges and universities, society and the network, so as to make the ideological and moral quality education penetrate into all fields and enhance the influence of mainstream culture. Relevant departments can adopt incentive policies to encourage different fields to collaborate with colleges and universities in education. For example, in a socialized environment, public facilities can be improved, while the dissemination of socialist core values and other relevant content can be enhanced, and community organizations can be encouraged to organize innovative ideological and moral quality education activities. Strengthening the work of regulatory bodies in the online field, and constantly updating and improving regulatory mechanisms to ensure the quality and legitimacy of online education.

3.4. School-Enterprise Co-operation in Building a New Media Application Platform for Art Cultivation in Colleges and Universities

Enhance the construction of online resources for arts education within schools, vigorously create and promote high-quality digital educational resources, and support the adoption of the new model of «Internet Plus» in schools to promote the development of new approaches to arts education on campus, and further enhance the quality of mobile device-based learning systems. With the help of new media technology to integrate the implementation of art quality education, break the traditional single mode of information transmission, and realized the all-round development of art quality education. For example, the use of microblogging, jittery, fast, beeping and other mobile software to expand the space of online education, so that students can receive online lectures anytime and anywhere with mobile terminal equipment. This allows students to choose their area of interest and participate in the corresponding art courses, making art education more personalized.

The new media information network aims to bridge the gap between the worlds, and it is based on this idea that the dissemination of information has no boundaries. In order to maintain sustainable development, it is necessary to

abandon the limitation of information, and through the collaborative participation of schools and enterprises, knowledge resources can be circulated, so that students can benefit and grow, and ultimately achieve the all-round development of the individual. For example, NetEase uses the NetEase Cloud Classroom as the basis for in-depth cooperation with top universities around the world, providing professional courses in various fields for all users to learn. Tencent is also actively working with a number of well-known institutions to create a rich online teaching content, including various forms of video, lectures and online courses, etc., in which a large number of famous scholars and academics join to share their insights and experiences [11].

3.5. Collaborative Innovation between Universities and Local Public Art Education Resources

Inheritance and promotion of national traditional culture and regional culture is an urgent need under the current international situation and the development trend of our society. By transforming regional art elements into art education materials, students gain a deeper understanding of national culture, which is of positive significance for the protection, inheritance and development of our national culture [12]. Integrating art galleries and museums into the curriculum structure of art education, schools and museums cooperate to formulate relevant teaching plans to meet the individual needs of each student, and to construct unique teaching contents in combination with the curriculum requirements set by the state. Adopting a two-way mentorship system, museum staff or artists are invited to enter the art education classroom in colleges and universities to share their knowledge and experience. For example, a course on pottery restoration can be offered, in which professional technicians introduce to students how to make these artefacts and let them try it by themselves, with teachers giving guidance to achieve the goal of «learning by doing».

Local cultural resources are explored and integrated, so that unique local culture, folk art heritage and intangible cultural heritage can become part of public art education, thereby increasing the breadth of the curriculum. Through the introduction of art galleries and museums into university public art education programs, education innovation is carried out in a variety of ways, such as on-site research, seminar exchanges, art production and appreciation, etc. [13]. Courses should be designed to be diverse, cover multiple fields, and be closely linked to museum resources. Combined with the current development of the museum and its various fields, make comprehensive use of the museum's unique educational resources, set up courses such as art studios, art research, art creation, practical visits, etc., so as to achieve the combination of theory and practice, and to create a practice course with unique characteristics.

4. Conclusion

To sum up, this paper elaborates on the theory of art quality education, and through the analysis of the current situation and the research of the problems, it comes up with the path of innovation and reform of art quality education in the

context of the construction of first-class universities. In terms of specific implementation strategies, colleges and universities can promote the better development of art quality education through innovative practical curriculum design, creating art performance workshops, optimizing the education quality assessment system, building new media platforms and cooperating with local public art education resources. In the current education system, the cultivation of art quality for college students has become an important part of college education, so it is important to continue to accumulate practical experience, understand the laws of aesthetic development, and explore scientific methods and paths, so as to promote the sustainable and healthy development of the practice of aesthetic education.

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