

Current Situation and Development Countermeasures of Postgraduate Art General Education Course

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Abstract: It is very important to offer art general knowledge course at the postgraduate level, which plays an important role in forming sound personality, improving aesthetic ability, and fostering innovative spirit of postgraduate. It is regrettable that there are still many problems in the teaching practice of art general knowledge course, which is pretty much the agenda. By explaining and analyzing the basic features and practice status of the development of art general education, this paper presents relevant reform strategies and suggestions for the problems of art general education at the postgraduate teaching level to optimize the course offered of the arts general knowledge and improve the effectiveness of art general education.

Keywords: Art general knowledge course, Postgraduate, Reform strategy.

1. Current Situation of Domestic Postgraduate Art General Education

As a kind of practical activity to improve the human overall quality, the fundamental goal of education is to create people with all-round development. As a part of the education system, the concept of general education originated in Europe and America in the nineteenth century, and it is a kind of higher education thought and practice produced by combining the western liberal education with the American local practice, which is an innovative move of American higher education. The general education in American higher education belongs to the same concept as the "cultural quality education" developed by Chinese universities, but terminology is different. The common point between China and the West is to focus on the basic and comprehensive nature of higher education, emphasize people first, and oppose its excessive utilitarianism and professionalization. From van nature point of view, general education is an integral part of higher education, and a non-professional education that all college students should receive.

General education is one of the most important components of liberal arts education, the core idea of which aims to develop high-level professionals with all-round development in morality, intellect, physique, and aesthetics. Both art general education and professional art education belong to the category of art education. In a narrow sense art education is professional art education, which is professional education for training artists or professional art workers. In a broad sense art education is the general education of art, as the core of aesthetic education, its fundamental goal is to develop the human with overall development. The two are a pair of contradictory categories, which are significantly different in training objectives and course contents. Art general education is mainly for non-art students of the whole school, and art general education is mainly embodied in art general education course, art festivals, art shows, art lectures and exhibitions, etc. The goal of art general education is to develop universal talents with a broader vision, can observe, analyze, synthesize, and compare, systematically handle, create, and evaluate problems, and this ability cannot be gained without knowledge of the natural science and the social humanities. Art general education aims to cultivate students' aesthetic

awareness, improve students' ability to appreciate, discover and create beauty through learning course including music, art, dance, drama, film, and television, and develop students as new youth with high character and sound personality, creative thinking, and innovative ability.

2. Problems of Art General Education Course in the Postgraduate Teaching Practice

Since the opening of art general education course, its teaching has been controversial in comparison with the specialties, the Ministry of Education and various universities have also made relevant teaching policies to improve the problems exposed by such course, summarized as follows.

(1) Ideological cognition: art general knowledge course has not been fully valued

Art general knowledge course are arranged in the school timetable of undergraduate and postgraduate, in the process of teaching practice, due to the influence of traditional education thinking and mode, most of the art general knowledge course are regarded as elective course excepting specialties, even students majoring in art believe that the learning point should be concentrated on basic course and compulsory course of the major, and their attitude towards the art general course is to only seek "not failing". Even art majors believe that the focus of study should be on basic and specialized course, and their attitude towards general arts course is that they only want to "no failing classes". Late coming, early leaving and not listening to lectures also often appeared in the classroom. Not only do students lack interest in art general knowledge course, but teachers also generally lack enthusiasm for art general education.

(2) Teaching courses: disconnection between art general knowledge course and practice

As far as the course arrangement is concerned, the biggest difference between postgraduate and undergraduate lies in the different proportion of theoretical course and practical link, the course arrangement of undergraduate is more inclined towards theoretical course, while the course arrangement of postgraduate focuses more on practice research based on theoretical course. Art general knowledge course in teaching practice is also inseparable from practice, only under the

theoretical teaching and art practice, only in this way can students be guided to experience profound artistic connotations, purify their souls, uplift the mind and the spirit, and achieve overall improvement of overall quality in concrete artistic experiences. At the postgraduate level, most of the art general knowledge course are followed from the undergraduate teaching, the teaching contents, and forms like teaching at the undergraduate level, the contents are still simple and easy to understand, and the teaching form only lies in the classroom teaching. Many of these courses, such as Appreciation of Music and Art, Appreciation of Dance and Basic Photography, require both theoretical knowledge and practice operation. In teaching implementation aspect, for standardization of teaching management, the course implementation is still the traditional teaching management and evaluation method of indoor teaching, examination of test papers or writing essays. Although this approach seems to be rigorous and standardized, it ignores the importance of practice operation and experimental learning.

(3) Teaching methods: single teaching mode of art general knowledge course

Although the popularization of modern information technology and multimedia, the teaching conditions have been greatly improved, but the teaching methods of art education is still locked into the traditional classroom teaching mode, teaching content is shallow, the form of old-fashioned. The teaching process is mainly the teacher's speaking and the student's listening. There is a lack of basic communication and interaction between teachers and students, it is difficult to stimulate students' learning enthusiasm and initiative, let alone the cultivation of innovation awareness and aesthetic value. Most of the universities in China do not pay much attention to the art general education, often are commonly made for meeting requirements of the Ministry of Education, most of the art general education teachers assigned are young teachers, except for a small number of courses, most of the art general knowledge courses still use the traditional learning methods. Lecture method is the most important teaching method for most science majors, which has advantages in concept explanation, case analysis, and feature refinement, etc. However, for art education, it has the advantages in enlivening the classroom. However, for art education, it has obvious deficiencies in enlivening the classroom atmosphere, inspiring thinking, exchanging ideas, and fostering the collaboration spirit, etc.

3. Reform Strategies and Suggestions of Postgraduate Art General Knowledge Course

(1) Improving the emphasis of teachers and students to the art general knowledge course

How the teaching concept is communicated is crucial, and the ideological emphasis has a pioneering role in teaching practice. First, teacher, as the implementers of quality education, should establish the concept of quality education, and fully recognize the importance of art general knowledge course in the formation of contemporary students' aesthetic quality, innovative spirit, practice ability and sound personality. Teacher should be broad-minded and proud of developing compound high-quality talents for the country. Second, students should recognize the importance of art general education for their own development, based on the present, look to the future, and set a correct learning view. In

life, study, and future work, student not only should have the rational thinking ability of abstract thinking, but also should master the perceptual cognitive ability of image thinking, they complement each other in order to obtain their own long-term development. Third, the art education management organization of colleges and universities should attach great importance to art general education. Making clear the course orientation is not a problem for a certain teacher or some students, which involves all relevant functional departments of the school, we not only need to strengthen the understanding of art general education, but also can provide a strong backing for the smooth development of art general education.

(2) Increasing the proportion of teaching practice effectively

In the field of art, the concept of "art imitates and dramatizes life" coincides with the philosophical viewpoint of "understanding comes from practice and go to practice", and the teaching of art general education course cannot be separated from practice, moreover, the proportion of practice need to be increased pertinently. As we all know, the study of art courses does not require students to fully mobilize abstract thinking to understand like philosophy and economics, on the contrary, the study of art courses requires the guidance and understanding of image thinking, therefore, teaching practice is particularly important. Teachers should increase the number of experimental exercises and the difficulty of practice operation based on guaranteeing the theoretical hours in the design of teaching plan. Moreover, the school need to develop construction plan of educational venues and equipment of art general knowledge course, increase the number of practice places of general knowledge courses in the arts, such as the construction of theaters, concert halls, museums, art galleries and other art venues, and build a supplementary mechanism of aesthetic education equipment in colleges and universities. In order to give full play to the role of school art clubs, every university campus has various student clubs, the art clubs as the platform for the promotion and practice of art general education, encourage the organizers of student clubs to hold regular art activities, on the one hand, it can gradually develop students' interest in the arts, on the other hand, it also broadens the course forms of the art education, form classroom theoretical knowledge, stimulate interest in extracurricular practice activities, and the extracurricular practice activities support the classroom theoretical knowledge, which meets the different needs of students for course.

(3) Adopting diversified teaching methods

It is obvious that traditional classroom teaching cannot possibly adapt to the improvement of humanistic quality and the development of art practice in art general education compared to the richness and variety of art resources, the multi-angle nature, uncertainty and diversity of identification and appreciation. The art education classroom needs to adopt diversified teaching methods, so that students are truly integrated into the classroom atmosphere. The intervention of "Internet +" expands the contents of classroom teaching and enriches the way of course implementation. Course teaching use the "Internet +" form, use digital technology to present it, whether it is the relatively common multimedia device assistance currently, or the emerging form of MOOC, etc., all are the important form and development trend of teaching methods. MOOC is a large-scale open network course platform that has been widely praised in recent years, the

platform adopts the typical interactive and online teaching method, the platform implements association among various schools, the high-quality art general knowledge course resources of many colleges and universities can be reasonably distributed and shared. Students from different colleges and universities come together due to MOOC, the students' knowledge is widely extended, the different views of ideas and art collide, and constantly generate new sparks. The teaching modes of MOOC are flexible, which is exactly suitable for the teaching of art education. Students can freely complete the learning within a certain time, they are freer in controlling the course hour setting and course progress. MOOC platform is used, students can pre-study before class and participate in learning with questions; they can participate in Q&A and discussion after class, further consolidate what they have learned and maximize the teaching effect.

4. Conclusion

As an important branch of the education system, art general education guides students to form a correct outlook on life, values, and world outlook. In recent years, the Ministry of Education as well as various universities have paid much more attention to art general education, although there are many problems in the process of art education practice, but the understanding is always from practice to practice, constantly move in circles and spiral. The development process of art general education also needs to move in circles and spiral. It is hoped that with the continuous improvement of the system of art general education and the enrichment of course contents and forms, the art general education will eventually realize the aesthetic goal of developing students to

form all-round development of moral, intellectual, physical and aesthetics education.

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