

Current Situation and Countermeasures of Art Education Program in Universities

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Abstract: This paper provides an in-depth analysis of the current situation of the university art education program in China, and puts forward corresponding countermeasures and suggestions for the existing problems. Through investigation and research, it is found that there are certain problems in the university art education program in terms of educational philosophy, curriculum, faculty, teaching resources and student employment. In order to realize the sustainable development of art education majors, this paper puts forward countermeasures such as updating the educational philosophy, optimizing the curriculum, strengthening the construction of faculty, increasing the input of teaching resources, and paying attention to student employment. This paper aims to provide reference and reference for the development of China's university art education majors in order to promote the reform and innovation of art education majors.

Keywords: University Art Education; Current Situation Analysis; Countermeasures; Sustainable Development.

1. Introduction

With the rapid development of social economy, people's demand for spiritual and cultural life is increasing, and art education, as an important way to cultivate aesthetic literacy and creativity, is becoming more and more prominent in its position and role in higher education. As the main position for cultivating high-quality art education talents, the university art education program is facing many challenges and problems. In this context, this thesis aims to analyze the status quo of university art education majors in China, reveal the problems existing therein, and explore the corresponding countermeasures, with a view to providing reference for the development of university art education majors in China.

2. Analysis of the Current Situation of University Art Education Majors

2.1. Educational Philosophy and Curriculum

The educational concept and curriculum of university art education majors are crucial to the cultivation of students' artistic literacy and professional skills. At present, China's university art education program is gradually shifting from a single technical skills training to focusing on the cultivation of students' humanistic literacy, innovation and aesthetic interest in educational philosophy. This shift aims to enable students to better understand the historical, cultural and philosophical background of art and improve their comprehensive quality while mastering basic art skills.

In terms of curriculum, the University's Fine Arts Education program covers a wide range of fields, including painting, sculpture, design, and photography. The curriculum includes both basic skills training, such as drawing, coloring, printmaking, etc., and art theory courses, such as art history, art appreciation and art criticism. In addition, in order to meet the needs of the society, many universities also offer interdisciplinary courses related to art education, such as psychology, pedagogy, computer technology, etc., in order to broaden the knowledge field and employment channels of students [1].

However, there are still certain problems in the current

educational philosophy and curriculum of university art education majors. On the one hand, some colleges and universities have not yet completely got rid of the traditional concept of education, focusing too much on skills training and neglecting the cultivation of students' humanistic qualities and innovation ability. On the other hand, some of the curricula are out of touch with the needs of the society, resulting in students facing certain difficulties in the job market after graduation. Therefore, it is necessary to further review and improve the educational concept and curriculum of university art education majors, in order to better cultivate high-quality art education talents to meet the needs of the times.

2.2. Teaching Staff and Teaching Resources

In the current university art education program, teachers and teaching resources are important factors affecting the quality of education. First of all, there are some problems in the faculty. On the one hand, the number of teachers in art education majors is relatively small, especially high-quality professional teachers are scarce. This leads to a heavy burden on teachers and makes it difficult for them to meet the teaching needs. On the other hand, the age structure of the teaching force is unreasonable, with more elderly teachers and not enough young teachers. This makes the teaching concepts and teaching methods relatively lagging behind, and it is difficult to keep pace with the times [2]. Secondly, there are also some problems in teaching resources. Teaching resources include teaching facilities, teaching materials, practice bases and so on. In actual teaching, these resources are often insufficient to meet students' learning needs. Especially the lack of practice bases makes it difficult for students to have the opportunity to apply theoretical knowledge to practice, which affects their practical ability. In order to solve these problems, we need to take some countermeasures. First of all, we should increase the investment in art education majors, increase the number of teachers and optimize the age structure of teachers. At the same time, it is necessary to improve the treatment of teachers to attract more excellent talents to join the teaching team. Secondly, the allocation of teaching resources should be

optimized, teaching facilities should be increased, teaching materials should be updated and more practice bases should be established. In this way, students can have more opportunities to practice and improve their practical ability. In general, the improvement of the faculty and teaching resources requires the joint efforts of the government and the school in order to improve the educational quality of the university art education program [3].

2.3. Students' Learning Status and Employment Prospects

The learning status and employment prospect of students in university art education majors are the focus of current social concern. From the current situation, there are some problems in the learning of university art education majors. First of all, due to the special nature of art education majors, students need to invest a lot of time and energy in practical operation, but often neglect the accumulation of theoretical knowledge, resulting in an unsound knowledge system. Secondly, due to the shortage and quality of teachers, students receive different levels of education, which affects their professionalism. In addition, due to the shortage and underutilization of teaching resources, students have limited opportunities for practice, and their creative ability is not fully exercised.

In terms of employment prospects, students majoring in art education in universities face great pressure. With the intensification of social competition, the demand for art education professionals is gradually decreasing, and the job market is gradually saturated. In addition, due to the insufficiency of students' comprehensive quality training, they lack competitiveness in the job-seeking process. At the same time, the employment scope of art education majors is relatively narrow, and most of the students can only engage in the profession of art teacher, while there are fewer employment opportunities in other fields [4].

To address these problems, it is necessary to reform the university art education program. Firstly, schools should strengthen the theoretical education of students and cultivate their knowledge system. Secondly, improve the quality of the teaching staff, optimize the allocation of teaching resources, and provide students with more practical opportunities. Finally, broaden the employment channels of students, strengthen the cross-fertilization with other disciplines, and improve their comprehensive quality to adapt to the needs of society [5].

3. Problems Existing in the University Art Education Program

3.1. The Gap between the Educational Concept and the Needs of the Times

University art education majors in the traditional concept, often pay attention to skills training, ignoring the cultivation of creativity and personality. However, with the development of society, the demand for art talents is also changing, and modern society pays more attention to art talents with strong personality and creative ability. This leads to the gap between the concept of art education and the needs of the times.

On the one hand, art education majors pay too much attention to skill training in the curriculum, neglecting the cultivation of students' personality. In the teaching process, too much emphasis is placed on imitation and traditional techniques, while students' creative ability and personalized

expression are neglected. This makes many students lack the ability to create independently and think innovatively after graduation, although they have mastered skillful painting techniques.

On the other hand, the demand for art talents in modern society is becoming more and more diversified, requiring art talents with unique perspectives, innovative thinking and cross-border abilities. However, the existing art education system is not fully adapted to this demand, and the curriculum and teaching mode are relatively single, which is difficult to meet the social demand for diversified art talents.

Therefore, university art education majors need to update their educational concepts and focus on cultivating students' innovative ability and personalized expression to meet the needs of the times for art talents [6].

3.2. Disconnection between Curriculum and Social Practice

There is a certain degree of disconnection between the current curriculum of university art education majors and social practice. First of all, in terms of curriculum, although many colleges and universities have realized the importance of practical teaching, in practice, the theoretical courses still occupy a dominant position, while the practical courses are often marginalized. This phenomenon leads to the fact that students have mastered rich theoretical knowledge, but they are insufficient in practical operation ability and innovation ability [7]. Secondly, in terms of social practice, although colleges and universities actively organize students to participate in a variety of practical activities, such as internships, research, exhibitions, etc., these activities are often lacking in systematic and continuous, and it is difficult to truly enhance students' practical ability and comprehensive quality. In addition, the distribution of social practice opportunities is uneven, with some students being able to obtain more practice opportunities while others have few opportunities to participate.

To solve this problem, colleges and universities should review the curriculum and increase the proportion of practical courses, so that students can exercise their abilities and qualities in practice. At the same time, schools should establish long-term cooperative relationships with enterprises and communities to provide students with more and wider practice platforms. In addition, it should also pay attention to the systematic and continuous nature of practice teaching to ensure that students can continuously improve their comprehensive quality in practice. In short, only by combining the curriculum with social practice can we really cultivate excellent art talents who can meet the needs of the society.

3.3. Shortage and Quality of Teaching Staff

The shortage and quality of teachers is a major challenge facing the art education program in Chinese universities at present. First of all, the shortage of teachers is manifested in the insufficient number of professional teachers, which is difficult to meet the increasing demand of students. Due to the special characteristics of art education majors, qualified teachers need to have solid art skills and rich educational experience, and such teachers are relatively few in China. In addition, the phenomenon of teacher wastage in art education majors is also more serious, and some teachers change their profession or go abroad for development, which further aggravates the shortage of teachers.

On the other hand, the quality of the teaching force is also very prominent. On the one hand, some teachers specializing in art education are limited by their own educational background and ability, and are difficult to reach a higher level of education. On the other hand, some teachers pay too much attention to skill cultivation and neglect the comprehensive quality education of students, resulting in the lack of balanced development of students in terms of aesthetics, creative thinking and cultural heritage. In addition, the evaluation system of the teaching force is not perfect enough, and some teachers may pursue academic achievements too much and neglect the quality of education and teaching.

To address this problem, universities should take a series of measures to solve it. Firstly, increase the introduction and training of professional teachers to improve the overall level of the teaching force. Secondly, strengthen the construction of the teacher team, improve the teacher evaluation system, and motivate teachers to improve the quality of education and teaching. At the same time, focus on the diversified development of the teaching force, introduce teachers with different educational backgrounds and styles to enrich the teaching content. In addition, it strengthens exchanges and cooperation with the international community, introduces foreign high-quality educational resources, and enhances the internationalization of the teaching force. Through these measures, it is expected to improve the shortage and quality of the teaching staff of university art education programs and lay the foundation for improving the level of art education in China [8].

3.4. Insufficiency and Underutilization of Teaching Resources

The insufficiency and underutilization of teaching resources is a major problem facing the current university art education program. Firstly, in terms of hardware facilities, many art education majors in universities lack the necessary teaching equipment, such as drawing rooms, sculpture rooms, printing laboratories and so on, which limits the opportunities for students to practice. Secondly, in terms of teaching materials and reference materials, although a large number of books on art education exist in the market, their quality varies and they lack authority and systematicity, which makes it difficult to meet the needs of specialized teaching. In addition, due to copyright, price and other factors, many excellent foreign teaching materials and works are difficult to be introduced into the country, resulting in a narrower teaching content and perspective [9]. At the same time, teaching resources are not fully utilized. Firstly, the teaching plan and curriculum are often too outdated to adapt to the social development and industry needs, which makes the teaching resources unable to maximize the benefits. Secondly, teachers often rely too much on teaching materials and lesson plans in the teaching process, lacking innovation and flexibility, making it difficult for students to obtain rich learning experiences and practical opportunities. In addition, the connection between schools and the society is not close enough, making it difficult for teaching resources to dovetail with industry demands, further affecting the teaching effect and students' employment prospects.

To solve this problem, colleges and universities should increase investment and improve hardware facilities to provide students with sufficient space for learning and practicing. At the same time, they should focus on the

construction of teaching materials, screen and introduce high-quality domestic and international resources, and enhance the authority and systematicity of teaching content. In addition, teachers should pay attention to the innovation of teaching methods, make full use of the existing resources, and improve the teaching quality and students' practical ability. At the same time, schools should strengthen the cooperation with the society, understand the needs of the industry, provide more practice and employment opportunities for students, and realize the maximum utilization of teaching resources. In short, only by solving the problems of insufficient teaching resources and underutilization can the university art education majors better cultivate excellent talents who can adapt to the needs of the society.

3.5. Students' Employment Difficulties and Comprehensive Quality Training

At present, university art education students are facing certain difficulties in employment. First of all, with the development of the market economy, the employment channels of art education majors are relatively narrow, mainly concentrated in schools, training institutions and cultural departments of enterprises and institutions, etc., which is highly competitive and has greater employment pressure. Secondly, some students' comprehensive quality is not high, and they lack sufficient practical experience and innovation ability, which makes it difficult for them to adapt to the social demand.

To solve this problem, university art education majors should focus on cultivating students' comprehensive quality. First of all, in the curriculum, we should give full consideration to the market demand, strengthen the cross-fertilization with other disciplines, and broaden students' knowledge and vision. Secondly, the practical teaching link should be strengthened, and students should be organized to participate in all kinds of art work exhibitions, design competitions and other activities, so as to improve their practical ability and innovation ability. In addition, through internships and practical training, students can be made to understand the workplace environment in advance and enhance their competitiveness in employment. At the same time, the university art education program should also pay attention to students' mental health and the cultivation of life values. Students are guided to establish a correct career concept, realize the importance of art education, and inspire their love and dedication to the profession. In addition, influential experts and entrepreneurs in the industry can be invited to share their experiences by organizing lectures and symposiums to provide students with more development inspiration and life guidance.

In conclusion, in cultivating students' employability, university art education majors should pay attention to the cultivation of comprehensive quality, updating educational concepts, optimizing curricula, strengthening practical teaching, and paying attention to students' mental health and the shaping of life values. Through multifaceted efforts to improve the employment competitiveness of students, help them better integrate into society and realize the value of life.

4. Countermeasures and Recommendations

4.1. Updating Educational Concepts and Docking to the Needs of the Times

The updating of educational philosophy is the key to the reform of the university art education program. In today's society, art is increasingly intertwined with science and technology, culture and economy, and the goal of art education should not be limited to cultivating artistic skills, but should pay more attention to the cultivation of students' comprehensive quality and innovation ability. In order to adapt to the development of the times, educators should set up the following aspects of educational philosophy.

First, pay attention to students' individualized development. Each student has his or her own unique artistic expression and creativity. Educators should respect students' individuality, encourage them to explore their own artistic language and style, and cultivate their innovative spirit and independent thinking ability. Secondly, strengthen practical teaching. Art education should emphasize the cultivation of practical ability, and make students truly understand and master the skills and methods of artistic creation through practical operation and creative process. At the same time, through social practice and project cooperation, students can understand the application and value of art in real life. Again, interdisciplinary communication is promoted. Cross-fertilization between fine arts and other fields is becoming more and more common, and educators should encourage students to study across disciplines, such as combining with science and technology, design, literature and other fields, to broaden their horizons, enrich their knowledge systems, and improve their ability to adapt to the future society. Finally, cultural heritage and innovation are emphasized. Art education should emphasize the inheritance of traditional culture, so that students can understand and learn about China's rich artistic heritage, and at the same time, students should be encouraged to innovate on the basis of traditional culture, combine tradition with modernity, and promote the development of art.

By updating the concept of education, we can make the university art education program more in line with the needs of the times and cultivate more art talents with innovative spirit and practical ability for the society.

4.2. Optimize the Curriculum and Strengthen Social Practice

At present, there is a certain disconnect between the curriculum of university art education majors and social practice. In order to optimize the curriculum and strengthen social practice, we have the following suggestions.

First of all, the education department should formulate corresponding policies to guide and encourage colleges and universities to adjust the curriculum of art education majors. For example, modern art and creative design should be added to the curriculum system in order to cultivate students' innovative consciousness and practical ability. At the same time, the proportion of theoretical courses is reduced and the credit hours of practical courses are increased to ensure that students have enough time for practical operation in the learning process. Secondly, colleges and universities should strengthen the cooperation with social enterprises and art organizations to establish practice teaching bases. Through the cooperation with enterprises and art organizations, they

can provide students with opportunities for internship and practice, so that students can exercise their professional skills in actual work. In addition, colleges and universities can also invite professionals from enterprises and art organizations to schools for lectures, seminars and other activities to broaden students' horizons and enhance their practical abilities. Again, colleges and universities should pay attention to cultivating students' comprehensive quality. In the curriculum, in addition to professional courses, they should also offer some elective courses related to humanities and social sciences, such as art history and art philosophy, in order to enhance students' cultural literacy. At the same time, students are encouraged to participate in various kinds of club activities, volunteer services, etc., to cultivate their teamwork ability and sense of social responsibility. In addition, education departments and universities should also pay attention to industry dynamics and make timely adjustments to the curriculum. For example, with the development of digital technology, many new career directions have emerged in the field of art and design, such as UI design, game design and so on. Colleges and universities should add courses in these emerging fields in time to meet the needs of society.

In summary, optimizing the curriculum and strengthening social practice is the key to improving the quality of university art education majors. By adjusting the curriculum system, strengthening school-enterprise cooperation, cultivating comprehensive quality and paying attention to industry dynamics and other measures, it is expected to solve the current problems in university art education majors and lay the foundation for cultivating more competitive art talents.

4.3. Strengthen the Construction of Teachers and Improve Teaching Quality

Strengthening the construction of faculty and improving the quality of teaching is the key to the development of the university art education program. At present, there are certain problems in the faculty of art education majors, such as insufficient number of teachers, low professional quality, single teaching method, etc. These problems directly affect the quality of education.

First of all, the introduction and cultivation of teachers specializing in art education should be increased. Schools should formulate preferential policies to attract more high-level art education talents to join the teaching force. At the same time, schools should also strengthen internal training and improve the professional quality and teaching ability of existing teachers through professional training and academic exchanges. Secondly, it should focus on the diversification of the teaching force. When introducing teachers, we should not only pay attention to their academic background, but also their educational background, practical experience and artistic philosophy. This can ensure the diversity of the teaching force and provide students with more comprehensive and rich educational resources. Again, schools should encourage teachers to innovate teaching methods and improve teaching quality. Teachers can adopt case teaching, practical teaching, discussion teaching and other teaching methods according to the characteristics and needs of students to stimulate students' interest in learning and improve their practical and innovative abilities. Finally, schools should establish a sound teacher evaluation system to motivate teachers to improve teaching quality. Schools can set up teaching quality awards to reward those teachers who have made excellent achievements in teaching. At the same time,

the school should also strengthen the assessment of teachers, the low quality of teaching teachers to make timely adjustments to ensure the continuous improvement of teaching quality.

In conclusion, strengthening the construction of teachers and improving the quality of teaching is the key to the professional development of university art education. Only by building a high-quality and specialized teaching team can we cultivate excellent art education talents and promote the development of China's art education.

4.4. Increase the Input of Teaching Resources and Improve the Utilization Rate of Resources

Insufficient investment in teaching resources for university art education majors is a major problem faced at present. First of all, the school's hardware facilities such as drawing rooms, laboratories, libraries and other resources are limited, and it is difficult to meet the actual needs of students. Secondly, teaching software resources such as excellent teaching materials, courseware and teaching videos are also relatively scarce, which cannot provide students with abundant learning materials. In addition, schools have fewer opportunities for exchanges and cooperation with the outside world, resulting in a low utilization rate of teaching resources. In order to improve this situation, schools and education authorities should increase the financial investment in the art education program in order to improve the teaching hardware facilities and provide a better environment for students' practical operation. At the same time, they should also pay attention to the construction and integration of teaching software resources, introduce high-quality teaching materials and teaching aids, and encourage teachers to produce and use multimedia teaching courseware in order to enrich the means of teaching. In addition, schools can establish cooperative relationships with other colleges and universities, art institutions and enterprises to share resources and organize lectures, exhibitions and practical activities to broaden students' horizons. At the same time, teachers and students should also improve their ability to utilize their own resources, learn to utilize resources such as online platforms and libraries, and take the initiative to find and filter information that is beneficial to learning and creation.

To sum up, by increasing the investment in teaching resources and improving the utilization rate of resources, the teaching quality of university art education majors can be effectively improved to provide better support for students' professional development and creativity.

4.5. Pay Attention to Students' Employment and Improve Comprehensive Quality

In the current social environment, graduates of university art education majors are facing a severe employment situation. In order to improve the competitiveness of students' employment, education departments and universities should pay attention to students' employment, and start from various aspects such as cultivation programs, curricula, and practical activities to improve students' comprehensive quality.

First of all, university art education majors should adjust the cultivation program, focusing on cultivating students' innovative ability and practical ability. In the curriculum, in addition to the study of basic theoretical knowledge, practical and applied courses, such as design and production, should be added so that students can improve their skills in practice.

Secondly, we should strengthen the construction of teachers and invite teachers with rich practical experience and educational and teaching ability to teach in order to improve the quality of teaching. At the same time, teachers should pay attention to the industry dynamics and impart the latest knowledge and technology to students so that the teaching content can keep up with the times. In addition, schools should actively carry out school-enterprise cooperation to provide students with internship and practice opportunities. Through cooperation with enterprises, students can better understand the needs of the industry and improve their professionalism. At the same time, schools can also invite enterprise experts to give lectures at schools to share industry experience and employment guidance, helping students better plan for their future.

In order to broaden students' employment channels, schools can encourage students to participate in various competitions, exhibitions and art activities to enhance their visibility and influence. At the same time, student clubs, volunteers and other activities are also effective ways to improve students' comprehensive quality. Finally, students themselves should set up a correct view of employment and clarify their career planning and development direction. In the learning process, we should pay attention to the cultivation of professional skills, and at the same time pay attention to the overall improvement of their own quality, in order to lay a solid foundation for future employment.

In short, focusing on student employment and improving comprehensive quality is the key to the development of the university art education program. The education department, universities and students themselves should work together to contribute to the cultivation of high-quality art talents who can adapt to the needs of society.

5. Conclusion

In the past decades, China's art education profession has made remarkable development, but there are still some problems. Through the analysis of this paper, we can see that there are certain problems in the current art education profession in terms of educational philosophy, curriculum, faculty, teaching resources and student employment. In order to cope with these problems, this paper puts forward some countermeasures and suggestions, such as updating the educational philosophy, optimizing the curriculum, strengthening the construction of teachers, increasing the input of teaching resources and paying attention to students' employment. In the future, the development of China's art education profession needs the joint efforts of all parties. Colleges and universities should take the market demand as the guide, adjust the education concept and curriculum, and focus on cultivating students' practical ability and comprehensive quality. The government and the society should also pay attention to the development of art education majors and provide more support and resources to promote the prosperity of art education in China. In addition, art education students themselves should also actively respond to the challenges, take the initiative to expand their knowledge and practical experience, improve their comprehensive quality, and lay a solid foundation for future employment and development.

In conclusion, although the art education majors are facing some problems at present, through the efforts of all parties, we have reason to believe that the development prospect of China's art education majors is bright. We expect that in the

near future, China's art education majors will be able to better meet the needs of society and make greater contributions to the development of China's cultural undertakings.

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