

Discussion on Art Education in Colleges and Personal Artistic Accomplishment of College Students

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Abstract

Through a questionnaire among college students in Changzhou, the author found that the misunderstanding of art education of college students and the shallow recognition of personal artistic accomplishment were widely existed and the art education in colleges for the construction of the first class, the second class needs to be improved. To strengthen public art education in colleges, we should effectively promote the art of classroom teaching and extracurricular cohesion force of artistic practice, take efforts to create an artistic atmosphere for art education and ensure the conditions for art education, so that education in colleges can achieve better results.

Keywords: colleges; college students; art education; artistic accomplishment

1. Introduction

With the rapid development of higher education, art education as an important part of quality education catches more and more attention of the departments in charge of education and universities. In 2006, the Ministry of Education awarded *National Ordinary Higher School Public Art Curriculum Guidelines*, making clear that we need to promote art education in universities, require setting arts elective and restrictive courses, gradually bring it into the teaching plan, and reckon it in the

credit [1]. Art education can make students shape healthy personality, perfect character, edify sentiment, establish the value of life and sense of responsibility, improve the artistic accomplishment and aesthetic experience, and be able to eliminate learning fatigue and sleepiness. It helps to cultivate the students' innovation spirit and practice ability, and promotes the continuous improvement of talent training quality [2, 3]. However, the construction of the first class of the current art education in colleges needs to be strengthened; the construction of the second classroom is imperfect, the approach to art education is to expand, and the effect of art education is to ascend. Through a questionnaire among college students in Changzhou, the paper analyzes the problems existing in the higher art education in order to explore the method to improve the art education, to provide ways of strengthening art education in colleges, and to improve college students' artistic accomplishment with constructive countermeasures and suggestions.

2. The Questionnaire Survey

This research adopts the questionnaire survey and visiting survey method of empirical research. Survey content includes: (1) Investigation of present situation of college students' artistic accomplishment in Changzhou. (2) Investigation of present situation of the

first class of art education in colleges in Changzhou. (3) Investigation of present situation of the second class of art education in colleges in Changzhou. (4) Investigation of college art education condition in Changzhou. Questionnaire survey adopted the method of proportion sampling and simple random sampling in each college. We do the questionnaire survey in four universities, including Hohai University, Changzhou University, Jiangsu Institute of Technology, and Changzhou Institute of Technology. We actually gave out 3200 questionnaires and recycled 2919 of them, which the questionnaire recovery rate is 91.22%; the amount of effective questionnaire is 2706, the rate of which reaches 84.56%. We interviewed the arts curriculum classroom teachers, person-in-charge of art club, and part of the students participating into this visiting survey.

3. Statistics and Analysis

3.1. College students' artistic accomplishment

According to figure 1, most students hold the views that there are many types of art culture, which accounts for relative average proportion. Among them, the ratio of art knowledge (16.64%) and taste of art life (16.78%) take up large percentage, while ability of art articulatory and performance is at the lowest, which is 1.48%. In fact, the so-called art accomplishment of college students is the close relationship with corresponding art activities which are to accumulate and apply the knowledge of art, and to cultivate their appreciation ability and the innovation ability to create the art images, as well as quality level that they formed. Therefore, college students have the shallow understanding of the artistic culture,

which means it also needs further guidance in the art education.

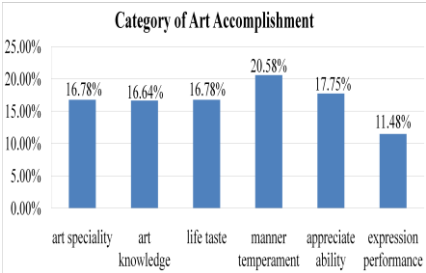


Fig. 1: Students' artistic accomplishment category classification figure

Extracurricular art activities play an important part of art education in school. It has the special value of education, which is associated with activities of arts teaching and differs from course teaching. The purposes of college students to participate in art activities are emphasized particularly due to the various artistic cognition and different understanding of art education. As it's shown in figure 2,

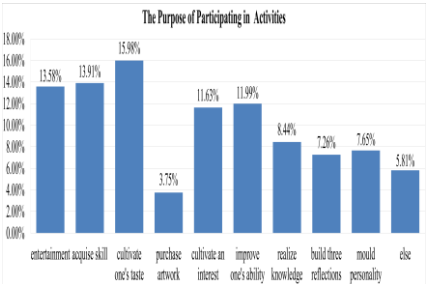


Fig. 2: The purpose of student participating in art activities classification figure

quantities of students have paid much attention to study art skills (which occupies 13.91%), cultivating interest and hobbies in art (which occupies 11.63%) and knowing art knowledge (which occupies 8.44%). No matter how basic knowledge of the art culture that they have mastered, all of them hope that they could take part in the practice activities of arts to improve their own internal self-

cultivation. In addition, there is also considerable number of students joining in the art activities who intended just for entertainment, accounting for 13.58%.

3.2. The first class of art education curriculum

Various colleges have the aware of promoting the process of art education, while it's still a tough task to the strength the construction of the first class. The so-called first class of art education refers to the teaching activities which are provided in the given time in the classroom according to teaching material and teaching outline. Although, the colleges in Changzhou have set up art major, species is less and quantity is inadequate for non-art major students to choose. In the investigation, it is learned that the courses which are taught in the public art education are mainly required or elective course, such as Music Appreciation, Art Appreciation and Modern Design Appreciation, etc. The common aspects that lies in those subjects are focusing on the traditional education, that is to say, it takes time on guided-reading and appreciation. Other manual courses like the Floral Art which could cultivate practical ability are little provided.

3.3. The second classroom art club

Relative to the traditional teaching in the classroom, the second class refers to teaching activities outside the classroom which are associated with the first class. Student associations are an important platform to fulfill and improve the art education in colleges, which is not only as an important carrier of art education, but also as an important part of the second class. It can provide the free space to accomplish the goal of "self-management", "self-education" and "self-improvement" for students. In figure 3, we can see that college art associations' category is common. Students who

participate in different associations share the similar percentages. But there are also 36.81% of the students not attending any of the art club. From the interview, we have learned that art communities in colleges have relative high "liquidity", which reflects how small the "stock" is and how big "flow" is, in some extend. In order to maintain the regular activities of the art, each member's interests are highly required.

Organizing art lectures is the effective way of building the second class and strengthening art education. However, the survey indicates that it didn't play an active role though universities arrange the art class lectures effectively. According to the survey, it suggests that 66.74% of students don't participated in art class lectures within a year, and only about 16% take part in 2 times a year or more. If those forms of art lectures could be fully made use of by the universities, then the dream that to strengthen the activities of second class, promote knowledge of art and create artistic atmosphere in campus is expected to realize.

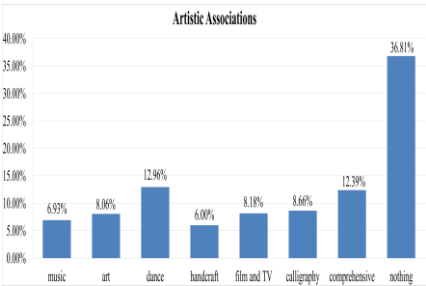


Fig. 3: Students participate in the arts community profile

3.4. Artistic education conditions

Launching the first class of teaching activities and the second class of practical activities is based on teaching conditions. Survey (figure 4) shows that the schools provide art education with places (24.08%) most, while supervising

teachers (14.02%), funds (10.88%) and extracurricular instruction (15.79%) are relative weak. Colleges set up a series of incentive measures for students who participate in art activities (16.58%), mainly including forms of establishing scholarships, single reward, bestowing honorary certificate and recording credit of extracurricular quality development. These incentive measures are inclined to students with solid foundation of performing arts. In other words, they have less effect on students who have low performing arts foundation.

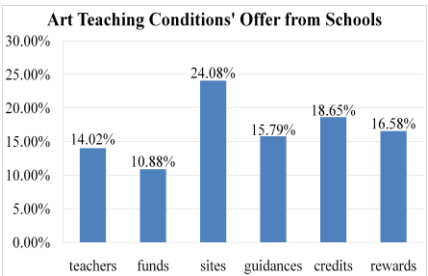


Fig. 4: Art education condition classification figure

4. Countermeasures and Suggestions

4.1. Focus on strengthening the construction of the first class of art education

Colleges must be aware of the importance and the necessity of art education in quality education, and take the art education as an integral part of quality education into the daily education and teaching activities, so as to change the nominal status of the past.

To strength the art education in colleges, it's necessary to strengthen the construction of the first class of art education. First of all, schools must take the art curriculum education into the talent training scheme, stipulate the arts course credits that students shall enroll in, complete the "top-level design", and pay attention to the introduction of art courses

both can satisfy the students' curiosity and desire for knowledge, and can improve students' art accomplishment, to ensure the teaching effect on the first class of art education; Secondly, schools should create conditions for rich arts curriculum types, and increase the total of arts courses, to ensure there being plenty of arts elective or finite courses in each semester, as well as to meet the needs of the students attending arts courses; Third, the school should encourage the arts curriculum teachers to reform teaching methods and examination mode. Change the traditional forced-feeding way and lecture style of teaching for the interactive and participatory teaching. Change the traditional knowledge memorizing and question answering assessment for creative and talent showing type of evaluation. Stimulate students' initiative and enthusiasm, enable students to become participants and practitioners in art education activities, and make students feel the artistic value through hands-on, resort-to-eloquence and brains practices. Meanwhile, it can mine students' art potential and improve their art accomplishment.

4.2. Continue to strengthen the construction of the second class of art education

To strength the art education in colleges, it's essential to strengthen the construction of the second class of art education, especially to play the role of the arts communities [4]. That improving the students' artistic accomplishment relies more on students' self-education. The arts communities, as an important form of the second class of art education, not only provide students who participate in art practice activities with enough space, but also provide them with self-education and self-show platform. It's an effective way for students to discover themselves, develop themselves. What's

more, it can effectively contribute to the art education in colleges.

Firstly, colleges must provide the necessary basic conditions for the arts communities, including the relatively fixed places, the necessary facilities, relatively abundant activities outlay, etc. Through the guarantee of good conditions, the enhancement of the arts community status, and the reflection of the importance of the arts community, Let the arts community members have a strong sense of belonging and pride and make the arts community truly become an important platform of art education in colleges; Secondly, universities should reinforce the cultivation of the arts community cadre, guide and support students with art specialty in the art club activities, enhance the level of art activities and attract a wider range of students to join the art club and art activities. Thirdly, universities should consciously increase the types of the arts community. Based on the existing art associations, schools should strengthen the brand construction of the arts communities, and implement the arts community credit system gradually.

4.3. Effectively promote the first class and second class' continuity and fusion

Schools should not only pay attention to strengthen the first class teaching, but to ignore the second class training. Also they should not only strengthen the construction of the second class, and ignore the first class building. Nevertheless, they shall take efforts to make the transition of the first class and second class.

In the first place, schools should lay stress on the mutual fusion of the first class and second class culture, attach great importance to the improvements and popularization, connect activities with teaching, think highly of

performance and education simultaneously, and make the cultivation of art knowledge, art skills, aesthetic ability and artistic quality advance at an equal pace. The next, schools have to increase the humanistic and artistic penetration in professional courses, to fulfill the classroom with art education, to play a role of edification, "Wind sneaked into the night, moistening everything silently". Third, universities need to establish and perfect art education teaching system in constant explorations. On the basis, deepening reform of the education teaching, and making art education policies will adapt to the school's development and also benefit students.

4.4. Strive to create art education atmosphere

To strengthen art education in colleges, schools must take serious of creating a strong artistic education atmosphere. Holding campus culture arts activities are the main way to creating the atmosphere of art education in colleges. It's the important link to strengthen college students' art education. What's more, it's the important aspect of campus culture. Environment of campus culture has the characteristics of osmosis, suggestion, self-education. Of course, it is capable of playing a positive role on improving college students' artistic accomplishment. That's to say it's artistic accomplishment potential topic. [5]

First, universities should carry out campus cultural activities, such as various forms of college students' art festivals, the exhibitions, theatrical performances, etc. Let the students cultivate and improve the art accomplishment in art activities. Then, schools are supposed to make full use of the library, increasing to add art books, and classifying art books, for different levels of students. Third, schools should raise the content of art

appreciation and attach great importance to the introduction to the form, history and culture of art from all over the world. In the form of "artistic Angle", arrange full-time teachers and students to communicate and discuss, to improve students' interest and enthusiasm for art. Last but not the least, the school ought to pay attention to the arts of the lecture, update the form and content of carrying out the art lectures, give art lectures regularly, appropriately take effective measures to increase the corresponding credit of quality expansion.

4.5. Ensure art education conditions

Perfect teaching conditions are the premise to carry out the first class and second class. They are also the basis to promote the mutual infiltration into the first class and second class fusion. Especially, they are the guarantee of creating the atmosphere of the campus culture and art. Schools shall meet the conditions required for art education teaching on the great degree, especially the construction of teachers' team, multimedia teaching condition and relevant policy guarantee, etc.

Firstly, schools should appropriately increase the number of art teachers. Not only ensure sufficient number and variety of art education courses, but also provide students with extracurricular art direction, meeting the students' thirst for knowledge. For colleges with professional art setting, it can give full play to the role of the arts teachers. Schools should encourage the arts teachers to undertake arts course, at the same time, more undertake public art courses, and more widely guide college students' arts community activities. Secondly, schools attach great importance to the art course construction of multimedia teaching resources and teaching conditions. Colleges ought to increase multimedia resources, such as calligraphy and painting, music, dance,

etc. as an effective complement to public art education. Also they need to build multi-media teaching platform based on net-work technology, to promote the combination of information technology and art education. Third, schools must formulate corresponding policies for art education, including art education teachers oriented training and further education policy, performance determination and reward policy, etc. To students, they should make art education credit policy, activity honorary certificate and special scholarship system, etc.

5. Acknowledgment

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