

Research on Public Art Education of Teacher Education Major in Local Colleges

Lijuan Feng
Linyi University
Linyi, China 273400

Abstract—Teacher education major in local colleges takes on heavy responsibility to train qualified primary and middle school teachers. The uniqueness of it requires the intensification of art education, in order to let students grasp necessary art knowledge and skills and train their aesthetic judgment ability. This paper introduces the meaning of public art education, discusses the functions of art education of teacher education major in local colleges and explores the paths to carry out art education of teacher education major.

Keywords—teacher education major; public art education; teacher quality

I. INTRODUCTION

It is the tradition of teacher education in our country to provide art education course in normal major. When teacher education sprung up more than one hundred years ago, it proposed detailed requirements for teachers' artistic accomplishment. Normal colleges at all levels open courses of calligraphy, drawing, handwork and music. In the early period of the Republic of China, Mr. Cai Yuanpei advocated "Aesthetic Education" so more and more attentions are paid to art education in normal colleges. Afterwards, normal colleges take art education as necessary skill and literacy of normal college students. After the founding of the People's Republic of China, the art education in normal colleges of our country suffers from setbacks. During the period of "the Cultural Revolution", influenced by the "left-leaning" thought, inadequate attentions are paid to art education in normal colleges. After the Third Plenary Session of the 11th Central Committee of the Chinese Communist Party, the problem about college students' cultural quality education attracts broad attentions, so that normal colleges strengthen college students' artistic accomplishment. After entering the 21st century, according to new requirements for teachers' training, the idea of "Teacher Education" is proposed, organically combines pre-service cultivation with post-job training of teachers. Lifelong learning becomes the objective of teachers to continuously learn and improve teaching level. Strengthening the artistic accomplishment of teachers should become a part of teachers' lifelong education because it is one of the important contents to build high quality teaching staff. The improvement of teachers' artistic accomplishment

is the requirement of teachers' professional development and has great influence on students' world outlook, outlook on life and values as well as aesthetic standard. Therefore, with high-grade artistic accomplishment, teachers can help students learn to find, appreciate, feel and understand beauty, and improve students' comprehensive quality.

II. CONNOTATION AND FUNCTION OF PUBLIC ART EDUCATION OF TEACHER EDUCATION MAJOR IN LOCAL COLLEGES

A. Connotation of Public Art Education

The academic world has different opinions on definition of art education. In summary, it has two meanings. In a narrow sense, art education is understood as the theoretical and practical education to train professional artistic talents or artists, such as the professional education in Central Conservatory of Music and Communication University of China in China. In a broad sense, art education refers to the education that takes aesthetic education as the core, the cultivation of people with integrated development as the basic target, in order to improve artistic culture and aesthetic quality. The art education of teacher education major refers to the art education in a narrow sense. Teachers teach students the art knowledge and comprehensively explain through artistic forms like music, painting, poetry, dance, photography and film. Art education of teacher education major in local colleges has the following functions.

B. Functions of Public Art Education

According to characteristics of teacher education major, different from functions of art education in other schools, art education of teacher education major in local colleges has the following functions.

1) *Aesthetic function*: Aesthetic appreciation is the conceptual work of observing, perceiving, associating and understanding beautiful things and phenomenon, referring to a means for people to understand things and a spiritual demand, the expectation and pursuit of beautiful things and phenomenon. Aesthetic standard is the generic terms of people's attitudes in aesthetic activities, including aesthetic taste, aesthetic concept and aesthetic standard. Different people have different aesthetic standards including the healthy and the unhealthy, the noble and the vulgar.

The phased objective of teaching reform project in colleges of Shandong Province in 2015, Diversified Integration and Graded Progression—Research on Art Course Design and Teaching Practice of Preschool Education Major.

Therefore, teacher education in colleges to train future primary and middle school teachers should train healthy and noble aesthetic standard of students, improve their comprehensive quality. The art education of teacher education major in local colleges plays a vital role in formation of students' healthy aesthetic standard. Public art education is "aesthetic education", which teaches students knowledge and skills of beauty, improves students' aesthetic quality and influences their outlook on life, values and world outlook. Meanwhile, it influences people's future aesthetic value and love for life and helps students to establish positive, healthy and noble aesthetic standard.

2) *Function to train teacher quality*: Personality is the unity of people's psychological features and a stable structural organization and the complicated mental phenomena formed by active psychological liabilities and stable psychological features. Different occupations have different requirements for personality traits and patterns. Teacher quality refers to the good emotion, will structure and qualified mental structure that students major in teacher education should have to meet social demands in the future. Teacher education major plays a special role in improvement of teachers' personality. The Great Russian educator Ushinski once said, teachers' personality is irreplaceable by anything for young soul and means everything to educational business. Only personality can influence the formation and development of personality. Obviously, without perfect personality, normal college students are incompetent. In order to improve the personality of people in the whole society, we must first improve the personality of teachers who is the soul engineering influencing the next generation. Public art education just has the irreplaceable function that connects rationality with irrationality of personality. Art education can make normal college students feel the pure and natural emotions of people in art and sublimate the emotions into social feeling, letting them create, taste and enjoy complete life and form healthy quality and laying a solid foundation for the future career development.

3) *Function to optimize education environment*: As an important part of campus culture, art culture plays an imperceptible role in students' growth. At present, many art activities appear in college campus like Art Festival, artistic performance and competition, becoming the education form most popular among students, accepted most easily and participated most widely. Therefore, we should organize lively art education activities and infuse high quality art culture into campus and integrate elegant art in school discipline construction, in order to form campus spirit with school characteristics and have good effect on students' world outlook, outlook on life and values.

III. OBJECTIVES OF PUBLIC ART EDUCATION IN NORMAL COLLEGES

Public art education of teacher education major in local colleges centers on the general objective of training people. It trains the aesthetic quality of normal college students, shapes perfect teacher quality and promotes comprehensive and harmonious development of students and makes students become qualified primary and middle school teachers who grasp professional knowledge and skills, have artistic culture and adapt to the development of modernized society.

Public art education in normal colleges lets normal college students grasp indispensable basic knowledge and skills of art in formation of cultural quality, trains artistic quality and enriches their knowledge structure as well as promotes their integrated development, in order to better meet the demands of modern quality education in primary and middle schools.

Public art education in normal colleges trains normal college students' ability of artistic appreciation and aesthetic quality, lets them form good aesthetic structure and develops their imagination and creativity to better adapt to the development of modernized society.

Public art education in normal colleges contributes to harmonious and balanced development of elements in normal college students' inner world, such as logic and intuition, sense and sensibility, letting normal college students form complete teacher quality in the 21st century.

Public art education in normal colleges can better activate students' second classroom, enrich their after-school life and promote the healthy development of campus culture as well as create good education environment for students.

IV. PATHS TO STRENGTHEN PUBLIC ART EDUCATION OF TEACHER EDUCATION MAJOR

Make in-depth researches on values and law of art education in normal colleges and form scientific and complete system of teaching planning. After establishing the "people oriented" guiding thought that trains talents required by the society, further update idea of talent training and take art education as an organic part of quality education in normal colleges and integrate it in training objectives of competent normal college students. Specifically speaking, scientifically demonstrate and normalize distribution of credits in art education, evaluation of students' scholarship and excellent students, component percentage of art education course in students' course system, and further establish the position of art education in training objectives of qualified normal college students.

Develop art course system of general education. The Ministry of Education proposes in Guidance Scheme of Public Art Course in Colleges that, "According to advantages of educational resources in discipline construction and location and teachers' strong points and research results, colleges can provide characteristic artistic optional subjects or seminars to meet students' interests and demands. Qualified schools should bring optional subjects in credit management". Most local colleges belong to

comprehensive university with complete discipline system and abundant teaching resources. Teacher education major can invite teachers in departments of music, fine arts, media and literature to provide required course, elective course and integrated course of art for students. College can develop a shared course system of general education through jointly establishing university combo to realize distance teaching and assessment. Since the art education has prominent practicality, famous artists and folk artisans can be invited to give guidance. The public art education system with core art courses as the center and the second classroom education such as lectures and practical courses of humanistic quality education as the supplement can be constructed and improved through seminars and face-to-face communication between artists and college students.

Use open teaching method, exert the value of art education and train students' independent consciousness and innovation ability. First, open the course contents. Many schools intentionally pursue the rigor of courses and require fixed and unified course contents and fail to provide open course contents according to differences of course types. They confine the variability of courses and depart from the objective course teaching. Second, open teaching process. Break the conventional teaching thinking and infuse elements of students' independent learning in the open pattern. In the teaching process, let students learn pleasantly and use open way of thinking to train students through enlightenment, discussion, exploration, independent learning and information search. For example, in teaching music performance indoor, teachers should let students enter the music concert hall to feel the effect of music and the relationship between music thought and scientific thought; in teaching popular music, teachers let students express emotions freely and give opportunities for them to perform; in class of appreciating fine art works, let students appreciate artistic works in art gallery and directly feel the charm of artworks and exercise their imagination.

Strengthen the construction of teaching staff to improve the teaching quality of public art course. The construction of teaching staff in public art course is the key to ensure teaching quality of public art course. Colleges should establish teaching and research office of public art course and provide full-time teachers of public art course according to demands of courses. Except for selecting and sending teachers of public art courses to participate in further education of incumbent postgraduate according to requirements of the Ministry of Education, train professional teacher team with high thinking quality, professional dedication and theoretical level and ability of art education through short-term training class, teaching observation and investigation at all levels.

V. CONCLUSION

In conclusion, the public art course of teacher education major in local colleges is an important part of course system of teacher education and the main path to carry out aesthetic education for normal college students. The teaching of public art course is the key link of art education in teacher education major. According to the requirements of

educational policies of the Party and School Art Education Regulations, teacher education major should further understand the nature and functions of public art course, take the public art education as an important way to train high quality talents and spread advanced culture and implement it in school education, in order to train competent primary and middle school teachers with high aesthetic judgment ability and saneness.

REFERENCES

- [1] Xiao Yuanwu, Exploration on Art Education in Colleges of China, master's thesis, Chinese National Academy of Arts, 2004
- [2] Huang Yunli. Thinking on Orientation of Art Education in Colleges, Journal of East China Jiaotong University, 2005(12)
- [3] Sun Liqian. Functions and Patterns of Art Education in Colleges, Journal of Lanzhou University, 2006(3)
- [4] Zhang Hexiang. Exploration on Paths of Art Education Reform in Colleges, Jiangsu Higher Education, 2014(11)