Abandon “Pride” and “Prejudice”—Study on the Status and Development of Art Quality Education in Comprehensive Universities

Jiansheng Zhang, Yanan Chen
Agricultural University of Hebei

ABSTRACT: In recent years, China's comprehensive universities have set up artistic disciplines and developed art professional education successively, while art quality education which should be jointly developed with art professional education or even be developed earlier than art education has not received enough attention. Chinese college education should give more attention to art quality education, for art quality education is not only an aesthetic education, and it also cultivates students’ cultural attainment and artistic appreciation ability, to enable them to have an open mind and vision, healthy personality and lofty spiritual realm.

KEYWORDS: Art; Professional Education; Quality Education

In recent years, China's comprehensive universities have begun to establish artistic disciplines and school of art in succession (school of fine arts, school of music). After the department adjustment of China's higher education in 1952, there has been only art schools of a single subject for a long time, so at the beginning of comprehensive university setting up artistic disciplines, some scholars in art circles were skeptical of its rationality. And because of the large difference between the teaching methods and evaluation system of artistic disciplines established and the existing system, artistic disciplines in comprehensive universities are criticized. In fact, the first academy of music in the history of China's modern education was born in Peking University, and the first academy of fine arts in the history of China's modern education was also part of Peking University.

1  STATUS OF ART QUALITY EDUCATION IN CHINA’S COMPREHENSIVE UNIVERSITIES

1.1 Art professional education

Professional art colleges and art disciplines of comprehensive universities are responsible for cultivating artistic talents. Faced with the needs of changing social market and academic development, in curriculum links, most colleges aim at cultivating innovative and practical artistic talents and advocate the training method of thickening foundation, stressing practice and enhancing ability. It can be observed from the training objective and training method that colleges emphasize students’ comprehensive quality and professional capability, but under great employment pressure, professional basic skills, artistic skills and techniques become the focus of art professional education. The development of educational form and content of professional art colleges is relatively mature, so they are much better in professional talents training, while artistic disciplines in comprehensive universities generally imitate the teaching mode of professional colleges.

1.2 Art quality education

In recent years, China's comprehensive universities have set up artistic disciplines and developed art professional education successively, and college art education has both professional education property and quality education property. The educational thought and educational objective of professional art college pay more attention to technical level, but not humanistic quality education, so knowledge learning of aesthetics, art criticism and philosophy do not get enough attention. Art quality education of comprehensive universities has two functions, one is quality education for art students, and the other is artistic quality training for the whole school, including public elective course, associations, interest groups and the like.

The art quality education of art students plays a decisive role in students’ mastery degree of professional skill. Humanistic quality education is
faced with the spiritual world and the cultural world of people, the beauty of art is the unity of sensibility and rationality, situation and content, trueness and kindness, regularity and purposiveness, human nature is represented from people’s specific behaviors, rich and poor artistic accomplishments are always reflected in artworks, and artistic works accumulate rational sensibility and feelings and perception of imagination and understanding. Studying painting, calligraphy, dance and other artistic works from the perspective of aesthetics and philosophy can enhance aesthetic realm and develop minds, which plays a nurturing role in artistic practice. In contrast, graduates and doctoral candidates of aesthetics, art criticism, etc. are far less than the students of humanities like literature in recent years, which means the talents engaging in aesthetics and art theory research and education may have no experience of professional art practice.

Art quality education facing the whole school is equally important in comprehensive universities, and to college students, it can cultivate character, purify soul, perfect character and develop imagination, creativity and aesthetic quality. Art quality education can consciously guide students to pursue a more meaningful and valuable life, to pursue life perfection.

1.3 “Pride” of art professional education and “prejudice” of quality education

Art classes in comprehensive universities can be approximately divided into music (singing, playing, composition, etc.), dance and visual arts (painting, sculpture, design, etc.), and these disciplines require years of professional skills learning before college. Chinese modern art education focuses on practical skills, selects talented people based on “foundation” and "talent", and has no enough attention on culture, philosophy, literature and scientific cultivation, so art professional education gradually has been given a little temperament of "prejudice".

People’s awareness of art education mainly includes art professional education, and their awareness of the importance of quality education is not enough, leading to their prejudice on quality education in different degrees. Is art education only painting and music teaching, or just painting, singing, playing? If art education is only skills training, to master just some boring theoretical knowledge and skills and techniques, it will severely restrict the functions and objectives of art professional education, and lose its vitality and attractiveness for college students learning no artistic disciplines.

2 IMPORTANCE OF ART QUALITY EDUCATION

2.1 Quality education in art professional education

The training from art lovers and art learners to art workers and artists requires professional knowledge and skills, requires profound cultural, philosophical, literary and scientific cultivation, and also requires support from multiple disciplines. Professional art colleges have an advantage in terms of professional knowledge and skills training, while multidisciplinary environment of comprehensive universities objectively will promote mutual penetration and mutual exchange between disciplines, which is very important for cultivating artists and art theorists, and art students can learn from other disciplines, for example, when Li Kuchan was learning painting in the painting seminar of Peking University, he also attended classes in Chinese Department, to improve his literary accomplishment.

2.2 Public art quality education

Art education in ordinary school is for all students, to improve each student’s aesthetic accomplishment, to cultivate students’ cultural attainment, to improve students’ aesthetic ability and artistic appreciation, to improve students’ art appreciation level and ultimately to improve the whole nation’s artistic quality and cultural level.

Currently, art quality education groups of comprehensive universities mainly focus on art school (school of fine arts, school of music), but the knowledge structure, cultural background and disciplinary structure of the groups have a strong consistency, because most of them are artistic talents trained under the mode of art professional education emphasizing artistic practice. This consistency makes their understanding and research methods of public art education research similar or identical, so it can be said that this structure reduces the quality and efficiency of public art education research, or they conducts art quality education from the perspective of professional art education like music education, dance education and fine art education.

3 STUDY ON THE METHODS TO IMPROVE THE ART QUALITY EDUCATION IN COMPREHENSIVE UNIVERSITIES

3.1 To Increase the proportion of quality education in art professional education

"Art examinees" have become an important part of college entrance examinees in China. Some "art examinees" have accepted some artistic
professional training since childhood, and conduct academic learning in high school, so that their academic learning and professional skills are in balanced development, while some examinees are poor in academic learning in junior high or senior high school, and just begin to learn some artistic skills. At the time of admitting art students, many schools accept students according to art professional examination scores when the students’ academic examination scores and arts professional examination scores both reach the control line, so that for each specific university, the difference in cultural quality levels of students to be cultivated is larger than the difference in professional levels, and the formulation of training programs should emphasizes cultural quality education, to make the cultural quality and professional skills of students be developed in balance.

3.2 Quality education breaks away from professional education system on the basis of respecting and abiding by the laws and characteristics of art education

3.2.1 Get rid of the shackles of ideas
Awareness and emphasis of comprehensive universities on art professional education and art quality education are not enough. Art education can create environment and atmosphere with a sense of history and civilization for the school. From a global perspective, all well-known universities have art school, for example, University of Paris, France, has School of Fine Arts and School of Arts and Archaeology; Harvard University, America, has Department of Visual and Environmental Art Design, Department of Fine Arts, Department of Architectural History, Department of Music, School of Design, and Department of Drama; Columbia University, America, has Department of Art History, Department of Archeology, Department of Arts (including film, art, theater) and Department of Music; Oxford University, Britain, has School of Ruskine Fine Arts, Department of Music and Department of Art History. Chinese and foreign history of education have proved that if a university attaches great importance to art education, and its art education has richer humanistic connotation and color, the students cultivated would be more dynamic, more creative, and have richer enterprising spirit, wider mind and vision, more profound life experience, more healthy personality and far higher spiritual realm.

3.2.2 Give play to the advantage of multiple disciplines of comprehensive universities
In summary, the educational objects, objectives and content of art professional education and art quality education differ a lot, and although art professional education has many excellent teachers and researchers, the teaching effect of this group engaging in art quality education is not ideal. Comprehensive universities have superiority in complementary disciplines. Public art quality education is an interdiscipline of artistic disciplines, aesthetics, literature, philosophy, pedagogy and other humanities, and it needs the accumulation of humanistic quality and the perspective of conscious thinking, which requires artistic discipline groups to enhance humanities accomplishment, and the teaching and research groups of non-artistic disciplines to access the field of public art quality education. The adding of researchers with different disciplinary backgrounds in the public art quality education group improves the teaching quality of public art quality education. Art quality education of comprehensive universities relying solely on artistic disciplines to enrich campus culture is far from enough.

3.2.3 Develop ways of art quality education
(1) Specify the teaching system of art quality education
First scientifically set up courses of artistic quality, and select and compile standardized instructional materials. Art quality education is academic work, not cultural activities in campus. Also standardize the teaching organization forms and teaching content systems of the second classroom.

(2) Classroom teaching
Classroom teaching is still the main form of college students receiving education, the sense of form of artistic disciplines is very strong, and the wide application of various forms of practical teaching and multimedia technology makes art education more vivid.

(3) Professional display
Art school (school of music, school of fine arts) often conducts reports and shows of teaching achievements by holding art exhibitions and concerts, and students are personally on the scene, which is a very intuitive way for college students to get to know art form.

(4) Museum and memorial halls inside and outside the school
School art education and social art education should cooperate and interact with each other actively, to seek ways to solve the problem of art education outside school, and art centers, museums, memorial halls and galleries provide better social conditions and artistic atmosphere for art education.

Comprehensive universities carrying out art education is not just an aesthetic education, and more importantly, it is to train students’ cultural attainment and artistic appreciation, and to improve the nation's overall artistic quality and cultural level. Art education can also play the role of humanism and the arts, which are not enough to support the development of cultural level. Art education can also play the role of healthy personality and far higher spiritual realm.
of ethical enlightenment, can stimulate people's perception and understanding of the meaning of existence, and further access to mental sublimation. This is the unique value and functionality of the ultimate concern of art.

We should re-examine art professional education and public quality education. Public quality education should return to humanistic education, can learn from the achievements and experience of professional education, but not depend on professional education. Professional education should also pay attention to humanistic quality education, and play a promoting role in the overall art education rather than restraining effect. Professional education and quality education are important parts of art education, both should abandon the "pride" and "prejudice", and develop complementarily, to open up a new realm of art education.

REFERENCES