

The Optimization of the Undergraduate Curriculum System of Fine Art (Teacher Education) Specialty in Local Institutions of Higher Learning in Yunnan

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ABSTRACT

In the background that the local institutions of higher learning in Yunnan are undergoing a transformation development, transformation of the fine art (teacher education) to specialty based on applied technology needs to establish a clear objective of training art talents, position specialty and curriculum accurately, construct and optimize an applied curriculum system, and explore to put the curriculum reform into practice, thereby promoting the innovation system of training the talents majoring in fine arts (teacher education). The paper discusses the questions about the homogenization of art teaching in the local institutions of higher learning in Yunnan and the inaccurately positioned objective of talent training due to the curriculum system planning. The research is conducted by mainly applying the investigation method and the document analysis method.

Keywords: *local institutions of higher learning in Yunnan, fine art (teacher education) specialty, undergraduate curriculum*

1. INTRODUCTION

According to the *Standard of Art Curriculum for Compulsory Full-time Education (draft)* and the *Standard of Art Curriculum for Regular Senior Secondary School (draft)* (hereafter referred to as *Standard*) issued by Ministry of Education, lots of changes and wholly new expressions are made with regard to the nature, value, teaching objective and content structure of art curriculum of middle and primary schools. The training of talents of fine art (teacher education) specialty should be adapted to meet the demand for training art teachers for middle and primary schools, and undertake the task of training art teachers for middle and primary schools. And according to the adjustment of national policies and the demand for training talents for the art education of middle and primary schools, we should profoundly rethink the teaching status of the fine art (teacher education) development, find the weak links in the training of professional talents of fine arts and the curriculum system, and train professional talents that can adapt to social development and possess relatively great professional abilities.

With the development of reforming institutions of higher learning, the building of fine art (teacher education) specialty and the construction of curriculum system have become very urgent [1-2]. As the experimental school of transformation development in Yunnan, to be application oriented is the goal of development of our school. The application-oriented transformation and development of fine art (teacher education) specialty needs to establish a

clear objective of training professional talents of fine art (teacher education) specialty and optimize the curriculum system. A certain degree of exploration is here to be carried out in keeping with the characteristics and development of our school's fine art (teacher education) specialty.

Baoshan University is the local pilot school for the transformation development in Yunnan. To be transformed into the local applied technology-based college from the traditional academic, normal school, in terms of fine art (teacher education) specialty, exploring the reform and innovation of the training model of applied talents, establishing a clear objective of talent training, expanding the employment channel in the context of the ethnic culture industry in Yunnan, re-positioning and rethinking the relationship between the curriculum reform of the fine art specialty and the curriculum system, and improving the employment quality, is the basis for the reform of art curriculum and the construction of the curriculum system.

2. TRANSFORMATION OF SPECIALTY AND POSITION OF CURRICULUM

At present, the teaching of fine art specialty in China has been "homogenized" for a long time. The training objectives of professional art talents in normal and non-

normal schools are not clear, and the curriculum systems are identical. As a local college, the fine art (teacher education) specialty establishes itself on the frontier, and serves the local [3]. The attribute of a normal school is still the unchangeable feature while the fine art specialty undergoes the transformation. Furthermore, in order to meet the demand for developing the cultural industry in Yunnan, we can explore the direction of applied art with regard to the training goal, and explore the fusion, innovation, extension of the art subject and cross-disciplinary subject, but cannot deviate from the attribution of fine art (teacher education) specialty.

3. REFORM ANALYSIS OF SCHOOL-RUNNING CONCEPT OF APPLIED TECHNOLOGY-BASED FINE ART SPECIALTY

With the rapid development of the social economy, the demand for applied talents of fine art specialty constantly increases. It is necessary to explore the training model of the applied technology-based talents of fine art specialty with a new vision, and explore the reform of the training model. The development of the regional industry economy determines the main school-running direction and teaching concept of the transformation of local colleges and universities. The training of applied technology-based talents of (teacher education) specialty should enable the students to acquire a certain teaching ability, master the teaching methods and techniques, have his own teaching thought or ideas, and be engaged in school teaching or follow a teaching career in a satisfactory manner. At present, the local colleges and universities in Yunnan still lag in serving the local, and there's still a certain gap between the talent training and the social demand. From the employment of students in the past three years, the students of fine art specialty who teach in middle and primary schools, kindergartens and training institution, etc. account for about 30%-40%, and other employment positions belong to non-educational industries. For applied technology-based fine art (teacher education) specialty, the emphasis is on strengthening the development of students' educational concepts and teaching skills, but cannot break away from the nature of training teachers and teachers' education. To meet the demand for local art education, analyze from the employment demand: On one hand, the frontier of Yunnan is inhabited by a lot of minority nationalities, and the education lags relatively behind, so there's a relatively big demand for teachers; On the other hand, from the source of students, the fine art (teacher education) specialty of our school recruits students from several provinces, mainly including Sichuan, Guizhou, Chongqing, etc. Different regions have different demands for art teachers, which allows to effectively increase employment. Third, from the employment channels in recent years, the art teachers of middle and primary schools that the local education departments of Xinjiang recruited from Yunnan in the past three years also account

for a large proportion. It is also very important to expand the employment channel; Fourth, at present, from the national policies, in 2015, the General Office of the State Council published the *Opinions of General Office of the State Council about Comprehensively Strengthening and Improving the Art Education Work of Schools*, in which it presented the important role of the art education work. In 2020, at the National Education Working Conference, the minister of education Baosheng CHEN put emphasis on the strengthening of art education, and proposed to incorporate the art education work of school into the system of supervision, direction, evaluation and assessment, let the "soft task" become "inflexible standard". At the national two sessions in 2020, Di'an FAN, the president of Central Academy of Fine Art, explores to set up "aesthetic pedagogy" under the category of "art theory" dealt with in the *"Aesthetic Pedagogy" or "Art Education" - Analysis of the Subjects of Aesthetic Pedagogy And Its Logic of Scientific Principle*. Fine art fall into the category of aesthetic education, and fine arts (teacher education) play a positive role in promoting the development of the aesthetic education of middle and primary schools [4-6]. So, the applied technology-based fine art specialty cannot deviate from the nature of fine arts (teacher education).

4. OPTIMIZATION ANALYSIS OF THE APPLIED CURRICULUM SYSTEM OF FINE ARTS

First, the curriculum system and teaching methods of fine arts are monotonous. The difference in the objective of talent training and curriculum planning between the fine art (teacher education) specialty and non-fine art specialty is small. In the limited class hours, how to choose the most important teaching contents according to the characteristics of fine art (teacher education) specialty, and make scientific and reasonable arrangement, is the important question about talent training. First, increase the proportion of the courses of art education, attach importance to the theoretical courses of art education, the courses of subject teaching approach and teaching principles, and further supplement the concepts, teaching thoughts, ideas and new curriculum standards with regard to modern fine art education, and so on. There are not enough courses of teachers' education in the curriculum of fine art specialty, lacking the teacher's education curriculum such as the art pedagogy, the research methods of art education, the three kinds of handwritings, calligraphy, the teaching theory of fine arts of middle and primary schools, art culture and psychology. The students of fine art (teacher education) specialty do not master the professional skills well, and their artistic attainments of fine arts are not very high. The scientificity of curriculum planning needs to improve. From the objective of talent training, the curriculum of art education specialty doesn't place stress on the key points of the required courses and elective courses in theory. Because the theory test is more

difficult than the test in professional skills, there's not a very high overall rate of courses selected by the students. For example, the course of thematic research category in Chinese and foreign art history doesn't position itself accurately as an elective course, and lack a purpose of training the professional talents of art education category. The teaching methods are relatively monotonous, for which the classroom teaching should be given priority, and various teaching methods online and offline are to be explored to enrich the teaching methods.

Secondly, the curriculum planning for the fine art specialty attaches importance to skill training, but underestimates theory curriculum. From the curriculum planning for the fine art specialty, the courses in painting skills account for 70% of the whole curriculum system. From the learning fields, much importance is attached to "style and expression", but there are fewer courses dealing with the three fields "design and application", "appreciation and review", "comprehensiveness and exploration". Though the fine art (teacher education) specialty demands a relatively high level of skill, it will not be allowed to take a part for the whole. The other three fields and the courses of teacher's education category have the same important value for students' ability and development.

The fine art specialty of the local colleges and universities in Yunnan tends to be the local and applied technology-based development, which needs to differentiate from the non-normal specialty of fine arts, as well as from the visual design, environmental design, product design under the design subject specialty. The fine arts (teacher education) should both display its own development characteristics and possess the attribute of applied technology, and serve the demand for the local cultural industries and the art education of local middle and primary schools in Yunnan. Therefore, the curriculum should be planned and optimized reasonably.

From the optimized curriculum we can see the transformation of the curriculum system of fine art (teacher education) specialty from the subject ability training to the applied and technology-based teacher's education ability training still has space to be perfected. The local colleges and universities in Yunnan should make best of the regional advantage, serve the development of local education and cultural industry, train the professional talents possessing both the innovative ability and the relatively high comprehensive quality, make the transformation of fine art (teacher education) specialty have a clear training objective, highlight the connection of the project modules of industry, university and research during the transformation development, put the connection between the talent training and employment direction in practice, which will be the modular framework system of the curriculum.

Strengthen the construction of the art curriculum with local characteristics. The curriculum of the art specialty of local colleges and universities should extensively utilize the resources of the local fine art culture. A large number of minority nationalities in Yunnan gave birth to the rich folk art resources of nationalities, such as the paper cuttings, brocade techniques of the Dai nationality, the

costumes and handicraft of various nationalities, the wooden drum of the Va nationality, the Drung blanket of the Drung nationality, the art of shadow play of Tengchong, the tie-dye procedure of the Bai nationality in Dali, the Jiama engraving of Yunnan, as well as the local art museums, museums, and the local cultural relic resource in Yunnan, all of which widen the teaching space for the teaching of the fine art specialty. As a local university in Yunna, the fine arts (teacher education) of Baoshan University should possess local characteristics, properly utilize the rich local art resources to enrich the curriculum system, develop the art curriculum resources in line with local conditions, and develop the local school-based curriculum and the textbooks with local characteristics, which are necessary for the future career development of the students majoring in fine art teacher's education. On the other hand, the local colleges and universities should give play to their characteristics, undertake the responsibilities of protecting, inheriting, developing and researching the local art culture utilizing the professional characteristics and the advantages as colleges and universities, which will in turn have especially important significance for the development of local colleges and universities.

5. REFORM PRACTICE OF THE FINE ART (TEACHER EDUCATION) CURRICULUM

Explore the practical teaching of teaching forms and teaching contents of the curriculum in the process of curriculum reform, and cultivate the innovative ability and comprehensive quality of the students.

5.1. Reform and Practice of Mini-courses

As the effective method of developing the teaching skills of teachers, microteaching is applied to the teaching of the fine art (teacher education) specialty curriculum. Microteaching is fully integrated with modern technological means, and through the specific practical system, integrates the educational theory and relevant technology into the system, by which the teaching skills of students are improved through breaking down and refining the skills of teaching practice. The microteaching practice can effectively improve the students' teaching ability and level. The process of microteaching enables the students to visualize their teaching, and analyze their deficiencies, summarize the lessons and experience, improve their teaching ability and level. On the other hand, enhance the teachers' consciousness about the modern educational methods and microteaching curriculum reform and cultivate their teaching ability, study the microteaching method and practice through various routes, thus effectively improving the reform and practice level of mini-courses.

5.2. Reform Practice of MOOC

Give priority to the development and reform of the fine art (teacher education) excellent courses. Utilize the online teaching platform to explore MOOC reform and practice. Through the new teaching routes such as the online and offline blended teaching, and the development of the online courses, improve the quality of student training. The MOOC teaching platform has rich educational teaching resources and specialized course resources. MOOC contains a large amount of knowledge, rich in contents, and the courses are freer and not limited by time or space. The curriculum advantage of professional colleges can be shared, and in keeping with the characteristics of the fine art (teacher education) specialty of the school, explore the teaching models of online and offline blended teaching, online teaching, etc., promote the enthusiasm, initiative and creativity of the students' study, thus providing routes for the reform and development of the curriculum of the fine arts.

5.3. Reform and Practice of the Curriculum of Workrooms

In the stage of practical teaching of fine arts (teacher education), the practical course, internship program should advance the curriculum reform and practice of workrooms for serving the development of local cultural industries and cultural education, and the scientific research projects will promote practical teaching using the classrooms as units, and relying on the "internet plus" scientific research projects for teachers, the professional competitions for university students, the university students' art inspection and educational practice, etc., integrate the students' practical courses into the scientific research projects that teachers serve the local, bring along teaching with scientific research and promote scientific research with teaching, thus giving impetus to the training of students. Through the practical courses, the students can acquire the improvement of professional and comprehensive ability, thereby training the technology-based and applied professional talents of fine arts that will serve the local.

6. CONCLUSION

The fine art (teacher education) specialty should be adapted to meet the requirements for the specialty transformation development in order to establish a clear subjective of talent training, and display the professional characteristics fully. The professional curriculum planning is to be systematic and scientific, which can train the students to become the talents that master the professional theory and skills, and possess the humanistic quality of fine arts. The talent training model of the fine art specialty of local colleges and universities needs to optimize the curriculum system, and explore the integration and

connection between the talent training model of the fine art specialty and the new curriculum standard.

ACKNOWLEDGMENT

The paper is the mid-term results of "Research on the Reform and Innovation of the Training Model of Applied Talents of Fine Art Specialty in the Context of Yunnan Ethnic Culture Industry", item number: ZHP201802

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