

Art Teaching Reform in the Context of Transformation of Local Colleges and Universities

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Abstract: In recent years, the state has issued relevant policies “a plan to guide a group of ordinary undergraduate colleges to transform into applied technology universities”. This shift is reflected in the transformation of various new undergraduate degrees from academic to technical applications. Taking the art discipline as an example, there is a certain gap between the art majors of local undergraduate colleges and professional art colleges. This is not only reflected in the hardship level of teachers, teaching resources, economic environment, etc. It is difficult to expect professional art colleges in terms of teaching concepts and teaching methods. The reform of talent training mode is imperative. Based on the local university art major, this paper attempts to make some positive explorations on the art professional training model.

1. Introduction

There are certain drawbacks in the talent training mode of local colleges and universities, and they have serious consequences. The first drawback is the blind follow-up of the talent training model of local colleges and universities. Although many local colleges and universities have responded to the government's call to position themselves as “technical application” colleges and universities, they can follow up with well-known colleges or old-fashioned companies in the specific operation due to lack of relevant theoretical guidance and school experience. Unclear professional positioning and insufficient innovation ability are blindly following the crux of the problem. To achieve reform results in the process of transformation, it is necessary to re-clarify the positioning of “technical application-oriented talent training” and vigorously explore new ideas and methods to enhance themselves.

Based on the shortcomings of blind follow-up, it is the second drawback to train talents in a uniform manner and without features. At present, the art majors of local colleges and universities not only have the phenomenon of “isomorphism” with well-known colleges and old universities, but also are difficult to distinguish between them. They do not reflect their respective local cultural and economic characteristics. Due to the lack of characteristics, the graduated students are thousands of people, do not have a certain core competitiveness, and the employment situation is worrying.

The transformation of local colleges and universities, the establishment of a new talent training model, should be oriented to the needs of the society, with the focus on the cultivation of students' ability, and the purpose of serving the localities. In the content of reform, we should optimize the personnel training system, establish an industry-university-research operation mechanism, and implement a scientific teaching management and quality assessment system.

2. The needs of art major reform

2.1 Orient to social needs

The talents cultivated in colleges and universities need to go to the society and participate in the construction of society to achieve their goals in life. For most students, in order to find a more decent job, in the process of transformation, the reform of art talent training should aim at improving students' ability to adapt to social work. It can be said that whether it can meet the needs

of social talents, is it reflected in whether the theoretical knowledge and professional skills of students learning at school can immediately adapt to the needs of social-related jobs, and can be quickly transformed into productivity that promotes social progress. Therefore, the art majors of local colleges and universities must be guided by social needs and implement open education. When re-engineering talent training programs, they should be based on certain social investigations and research, and make reasonable plans for social shortages and professional weaknesses. The goal of talent training in colleges and universities and the market demand for social talents are misplaced. This is necessary to adjust the relevant curriculum settings, highlight the skills and application professional characteristics of the art discipline, and strive to achieve seamless integration of talent cultivation and industry needs.

2.2 Focus on capacity development

The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) clearly defines “strengthening ability, optimizing knowledge structure, enriching social practice, and strengthening capacity training” as the reform direction of higher education in China. The focus of applied talent training is not on allowing students to simply understand how much theoretical knowledge, but to enable students to master certain work skills, and to closely link theory and skills to achieve the perfect integration of “technology” and “dao”. From the perspective of training objectives, the art major is committed to “cultivating the all-round development of morality, intelligence, body and beauty, mastering the basic theories, basic knowledge and basic skills of school art education, with practical ability and innovative spirit.” It can be seen that the basic knowledge, theory and skills of art are the basis of practical ability and innovative spirit. The goal of art training clearly includes the application of skills. It can be said that the teaching of art is to cultivate students’ ability to discover beauty and explain beauty with art skills, and to have certain innovative thinking and behavior.

2.3 Serve local economic and social development.

The Ministry of Education puts forward: “Local colleges and universities should actively set up applied-oriented disciplines mainly for local pillar industries, high-tech industries, and service industries, and transport various types of applied talents for local economic construction.” Geographically speaking, local universities are subordinate to Most of the places are also under the jurisdiction of the local education department. A very important purpose of local university personnel training is to feedback the place and make due contributions to the local economic and cultural undertakings. Therefore, the application-oriented talent training programs of local colleges and universities should be based on local development characteristics and communicate with enterprises and institutions. Art majors should establish contacts with local propaganda departments, municipal construction management departments, enterprise marketing departments, advertising companies, etc., and pay attention to local talent shortages, so as to develop targeted personnel training programs. To put it bluntly, the reform goal of the new talent training model is to train local college art students to become artists in the primary and secondary schools, the beautification and construction of the environment, and the practitioners of social art work.

3. Contents of art major reform

3.1 Optimize the talent training system

Starting from the current talent training system, we will optimize the structure layout, focus on “skills application”, and focus on “social needs” to train diversified teachers to adapt to the requirements of higher education in the current stage. The reform of the art talent training model in the process of transformation is not a complete denial of the previous, but based on the original, step by step improvement, step by step, thereby ensuring the feasibility of the new talent training model, and promoting the sustainable development of art education. . Based on this, the art colleges of ordinary local colleges and universities should set up a special group to take the lead with the

vice president of teaching, and be responsible for the revision of the applied talent training program. During the revision period, we should always pay attention to the employment and work status of the graduated students, and analyze and sort out the information. At the same time, we should thoroughly understand the current situation of the local economic development and the demand for talents in the industrial institutions, so as to formulate targeted talent training programs.

3.2 Establish an industry-university-research operation mechanism

The application characteristics of art science determine that it must serve the society, and can not build a car behind closed doors. For example, the art design, decorative painting and other professions are typical representatives. In the reform of the talent training mode, it is possible to increase the combination of production, study and research, and to promote student learning in the form of cooperation with social units. At the same time, it promotes relevant research of teachers and establishes the mechanism of production, study and research. From the successful experience of western developed countries, the combination of production, education and research is the most effective way to cultivate applied talents. Industry-university-research is a win-win mechanism. While teachers and students are getting exercise, they can also provide a large amount of cheap labor for social related units. It can also make direct contact between university personnel training and social needs, and ensure the rationality and cooperation of talent training. Purpose. In this process, a variety of teaching methods such as project type, alternating school, and laboratory system can be selected to increase the practical ability of students. Starting from market demand, we use theory to drive theoretical learning and discover the deficiencies in classroom learning, thus promoting the self-improvement of teachers and students after teaching. In this way, talent training can be tailored to the needs of the society, paving the way for the student's career path.

3.3 Implement a scientific teaching management and quality assessment system

The scientific teaching management and quality evaluation system can effectively feedback the current talent training mode, so as to develop and avoid problems according to the problems. In the past, every time we talked about teaching management, it was mainly managers, and teachers and students were subordinate to the status of managers. Although this kind of teaching management method has a long history and has a certain positive effect, it has not been based on talents and neglected the real subject in teaching management-teachers and students. Therefore, the new teaching management must be fully staffed, and the school management, teaching management, and personnel training programs should be implemented in every member of the school, so that they can be changed from being managers to managers, and the actual transformation can be driven by the change of ideas. Teaching management is divided into two parts in the specific operation. The first is the management of the teaching process, including the determination of teaching objectives and tasks, classroom teaching, preparation of teaching equipment, assessment and other related links. Second, the management of the student training process. Such as enrollment, enrollment, psychological counseling, graduate employment surveys, etc., to ensure that students can apply what they have learned. In addition, the implementation process of the evaluation system is a system of teaching and student self-management and feedback, and is an important measure for the current university reform. At the same time, the improvement of teaching quality is inseparable from the relevant evaluation system. In the specific process, faculty-level quality monitoring teams and supervisory experts can be established to perform routine and special inspections, and at the same time, organize students to provide effective feedback on teaching information. In terms of technical means, it is necessary to fully combine the short-term characteristics of current information, abandon the old method of "paper and pencil test", and boldly use mobile networks for evaluation, such as electronic classroom recording, electronic files, lecture videos, etc. Evaluate the quality of teaching.

3.4 Cultivate a "double-type" teacher team

In the process of cultivating applied talents in colleges and universities, teachers are a key link that can ensure the effective implementation of relevant processes and achieve relevant training

objectives. For teachers, the cultivation of applied talents is to integrate college art into the development of local economy, rather than hiding in the ivory tower of the campus for non-utilitarian and purposeless artistic creation. Therefore, while perfecting the application-oriented talent training model, it is necessary to vigorously cultivate the “double-type” teacher team, and transform the art creation skills into the productivity of economic development through school-enterprise cooperation and independent projects. In view of the characteristics of the art major, the training of the “double-type” teacher team can be carried out in the following four aspects: First, establish a teacher “rotation work” system, appropriately reduce the teaching tasks of professional teachers, and arrange for them to learn from relevant enterprises. Exercise, so that it directly participates in the design and creation of relevant work tasks of the enterprise. Teachers need to form a work summary of the work experience of the induction work, and then feedback to the school, bringing new ideas and ideas to other teachers and students. In addition, as much as possible, teachers are guaranteed to have the opportunity of “rotation work”, thus forming a collective effect and effectively improving the overall quality of the teacher team. Second, establish relevant channels to promote the two-way flow of teachers and employees. University teachers and employees exchange and learn in the process to make up for their own shortcomings. In the face of problems encountered in the development of enterprises, teachers and employees simultaneously Guide students to analyze problems with existing theoretical knowledge and propose rationalization solutions.

4. Conclusion

The development of society requires creative talents, and creativity needs to be reflected through specific professional skills. As a discipline that is driven by skills, art is indispensable for the establishment of a talent training model with “application type” as the training purpose. This is especially true for local colleges and universities. In the process of rebuilding the talent training model, we should always take social needs as the orientation, and optimize and upgrade the curriculum system by realizing the transformation of teaching concepts. At the same time, strengthen the cultivation of students’ practical ability and cultivate “double-skilled” teachers. The team finally established a perfect and systematic model of “application-oriented” talents for local college art. This transformation of the fine arts major is not only a response to the country’s educational policy, but also a transition from academic to applied. It is also an inevitable trend in the transformation and development of local colleges and universities.

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