

Study on Reform & Development Countermeasures of Fine Arts Education in Higher Normal Colleges Under Background of Quality-Oriented Education

XIAO Jing^{[a],*}

^[a]Fine Arts College of Sichuan Normal University, Sichuan, China.
*Corresponding author.

Received 11 January 2014; accepted 19 March 2014
Published online 18 April 2014

Abstract

As the global economy develops, the comprehensive strengths of all countries are getting increasingly reinforced. The international competition is constantly intensified. The ownership of high-quality and professional talents has become one of the key elements of whether a country takes the dominant position in the international competition. At present, the educational cause in China is continually adjusted and improved with the social development. The fine arts majors in higher normal colleges are training the future teachers for fine arts education. How will such colleges meet the needs of the reform of education for all-round development? What will they do to innovate and develop traditional teaching concepts, achieve the reform of teaching strategies, and structure a professional, scientific and systematic fine arts educations system in order to cultivate the fine arts education talents with excellent professional knowledge and comprehensive teaching abilities? These are the issues under our attention.

Key words: Quality-oriented education; Higher normal colleges; Fine arts education; Reform and development

Xiao, J. (2014). Study on Reform & Development Countermeasures of Fine Arts Education in Higher Normal Colleges Under Background of Quality-Oriented Education. *Canadian Social Science*, 10(3), 118-122. Available from: <http://www.cscanada.net/index.php/css/article/view/4549>
DOI: <http://dx.doi.org/10.3968/4549>

INTRODUCTION

With the in-depth development of globalization, we are now in the twenty-first century, an era full of

opportunities and challenges. Citizens' overall quality of a country is the decisive element of its rise and fall. College students are shouldered with the important task of future national development. They should not only have extensive and professional knowledge reserve and cultural accomplishments, but also enrich and sublimate spiritual sentiments. The promotion of quality-oriented education is the necessary channel for talent cultivation. As one of the significant items for the overall development of students, quality-oriented education has a position that cannot be neglected. It also holds an irreplaceable position during the transfer from exam-oriented feature to all-round development in China's education cause at the present stage. As an important element of aesthetic education, art education is of great significance in guiding students to construct healthy views on life and values. Ministry of Education, under the guidance of the thought of implementing quality-oriented educations, presented brand new teaching principles, objectives, forms, contents, and related assessment standards in the *Standards of Fine Arts Curriculum of Full-Time Compulsory Education*, raising different requirements on student training in fine arts education in higher normal colleges (Wang, 2004). Therefore, fine arts education in higher normal colleges should focus on cultivating student's comprehensive abilities, innovating the original teaching ideas, and breaking away from the original teaching methods which took the knowledge system of a single discipline as the establishment framework of curriculum. New teaching methods should combine students' comprehensive development with guiding teaching principles. Fine arts education in higher normal colleges should attach importance to the relationship between education, society, economy and production. It needs to guide students to improve their innovative abilities and achieve the comprehensive and personalized development of the educated. The Standards puts forward completely new development requirements to the fine arts education in higher normal colleges objectively.

Higher normal education takes fine arts as the media. It provides students with edification and cultivation in the aspects of emotions, thinking, morality, values, innovation, practical abilities, and aesthetics. It is also because of this reason that the fine arts education in higher normal colleges should lay stress on training students' professional knowledge and skills on fine arts, take it seriously to enhance their artistic and cultural accomplishments as well as innovation and practice. In this way, the colleges may improve students' characters and morals and guide them to improve in an all-round way in terms of their moral, intellectual, physical and aesthetic and work development.

The primary nature of fine arts education in China's higher normal colleges lies in the word "normal", or "teacher-training". As an important reserve force of future teacher teams, the students of fine arts majors of higher normal colleges must have outstandingly comprehensive quality. However, high quality talents are not referred to those who only master one or more professional skills. The requirements to talents are currently based on social and economic development. Assessments must be made to teachers' abilities and accomplishments. A high-quality talent means that he demonstrates excellently comprehensive competencies in terms of theory, cultural knowledge, practice, innovation ability, and physical and psychological health. Hence, a man's acquaintance with and mastery of professional knowledge and skills of fine arts do not mean that he as the ability to teach fine arts lessons at the same time (Guo, 2013). The development of contemporary society presents diversified requirements for teachers' competencies. The purposes of reform and development of fine arts education in higher normal colleges are to persist in the principles for quality-oriented education, and put them in every link and aspect of innovation and practice. Generally speaking, however, there are still many higher normal colleges in China which are content with things as they are by neglecting the requirements to talents from the changing social development. They are unwilling to change the existing teaching modes, resulting in the fact that the teachers out of such colleges fail to meet the needs of quality-oriented education development.

1. LACK OF DEVELOPMENT IN FINE ARTS EDUCATION IN HIGHER NORMAL COLLEGES

1.1 Old-Fashioned and Backward Teaching Principles

Administrative people and teachers in some educational institutions do not have a clear mind on the development direction of fine arts education in higher normal colleges. They do not have specific or deep understanding to the

practical significance of and the important role behind the government's initiative and promotion of education for all-round development. So they also ignore the implementation and dissemination of the *Standards* promulgated by the Ministry of Education. Not following closely on the social development trend and the new requirements of quality-oriented education to potential teachers, they are short of considerations to the specialty features of normal education. Instead, they only care more about the students' professional abilities, i.e., knowledge and culture of fine arts, without finding the significance of students' individual comprehensive quality to the cultivation of their teaching abilities.

1.2 Onefold Course Contents

The arrangements to the course contents of fine arts in higher normal colleges are mostly limited to the "professional" field. The direction is much narrowed in guiding the students to become future experts in one field while possessing all-round knowledge and abilities. What the students are learning every day is limited solely to exercising their skills to the painting types and the related knowledge and artistic skills. Not enough lessons are given to reflect teachers' professional and organization abilities, skills, and management. These future teachers do not know how to communicate with their students, how to guide them for study, and how to help them to adjust their psychological activities when they are working. In one word, not many courses are provided to reflect the features of normal colleges and the cultivation of individual competencies.

1.3 Outdated Teaching Methods and Examination Standard

A large number of teachers do not make any change in their teaching methods while facing new development trend of education. They are still adopting the old teaching methods such as imparting knowledge and skills to the educated people. The teaching evaluation standard is still dominated by examination results. Such deeds are hard for students to play a positive role in their study, and are bad to lead them to establish good and individualized study modes.

1.4 Indulgence in Current Situation & Weak Competition Awareness

The admiration and excessive enthusiasm to fine arts major now have produced many and sufficient student sources for fine arts majors in higher normal colleges. This gives rise to the fact that teachers in related departments are satisfied with the current situation. They have poor competition awareness and less interest in the changes to the demand for talents in the society. Their overlook to cultivating students' abilities in their future work give rise to their awkwardness in terms of both teaching principles and work.

1.5 Particular Stress on Disciplinary Assessments in Standards for College Entrance Examinations by Overlooking Evaluation to Comprehensive Quality of Individual Students

The excessively low admission scores for art students in general knowledge courses is the cause that the students have less reserve in cultural knowledge. Their poor basic knowledge makes it hard for them to study the cultural courses in higher institutions. The examination items for major entrance examinations are also stale and monotonous. The entrance examinations over the years have always been limited to the pencil sketch of a character portrait or a color still life. The creative abilities of students will not be mobilized by such examination contents. On the contrary, the students are painting simply for the purpose of passing the college entrance examinations. The training to their artistic talents is restricted to a great extent.

The implementation of the new *Standards* expands the view of education. The *Standards* put the objectives of the talents cultivation under the changes and development of the future society while integrating competence education into this background. The reform and development of fine arts education in higher normal colleges need to strictly follow these guiding principles. Related departments should train students' professional teaching abilities in the fields of artistic expression, application design, appreciation, criticism, and comprehensive innovation. Explorations are made concerning the reform and development of fine arts education in higher normal colleges from the following items based on what's mentioned above.

2. COUNTERMEASURES TO REFORM & DEVELOPMENT OF FINE ARTS EDUCATION IN HIGHER NORMAL COLLEGES

2.1 Change of Traditional Concepts on Education & Teaching

Higher normal colleges are the bases of training future teachers. The feature of "teacher-training" of higher normal colleges requires that the education concepts and teaching in higher normal colleges must be maintained at the most advanced level and should keep in line with the most recent developments of international principles on education and teaching. Under the requirements and promotion of this quality-oriented education background, teachers and related management staff need to conduct in-depth study and discussions so as to unify their teaching ideas, update traditional teaching concepts, and clarify the direction of education development.

2.2 Standards Based Adjustment & Improvement to Structure and Content Design of Existing Courses

The teaching contents of fine arts education in higher normal colleges should not be contained only to professional theoretical knowledge. More fields need to be covered so as to underline the humanity features in fine arts education. Proper teaching contents and instruction intensity should be given to psychology, pedagogy, society, and humanity. The teaching visions within the professional field should be expanded in order to add multi-level courses like artistic appreciation, design, and handicraft art.

2.3 Reform of Methods on Education and Examination Assessments

Teachers for fine arts education in higher normal colleges should change the traditional education and teaching models. They need to turn the old-styled indoctrination teaching into heuristic teaching by guiding students to establish their extensive, systematic, and deep knowledge system. Students will change from pure knowledge receivers to positive participants in teaching. There should be more interactions on classes, through which students will train their abilities on thinking composition, self-expression, and emergency treatment from the activities participated in by teachers and students and by the students themselves. Meanwhile, higher normal colleges should change the examination mode which takes students' scores as the only measurement criteria. On the contrary, the examination and assessments should be made in every aspect throughout the teaching process.

2.4 Attention to Cultivating Students' Accomplishments in Traditional Culture

Education is the most important way to carry forward culture in its nature. The students in fine arts majors of higher normal colleges are the reservation forces of teacher resources and the essential part in China's cause of cultural inheritance. Strengthening traditional Chinese culture education is good to enhance their sense of national pride. They will have deeper understanding to their indigenous culture and get fully prepared for the mission of assuming the responsibility of passing on traditional Chinese culture.

2.5 Intensifying Students' Professional Awareness

The teacher-training property of fine arts majors in higher normal colleges determines that their teaching responsibility is to cultivate future teacher resources. So the highlights in their education and teaching include not only imparting to students professional skills and theoretical knowledge, but also the guidance to and cultivation of students' overall quality and professional awareness. The colleges should make students clear of the position and the role of their quality in the cause of

competence education so that they can motivate their enthusiasm to the educational undertaking.

2.6 Expanding Practical Teaching Contents to Improve Teaching Levels of Fine Arts Students in Higher Normal Colleges

We know from theoretical research results as well as realistic experience and lessons that the teaching quality effect depends on a teacher's teaching ability to a large extent. The teaching ability improvement is influenced by many aspects. So teachers in higher normal colleges need to, besides teaching theories and skills, set up practical courses on teaching in a scientific manner, expand the practice scope, and enrich the practice contents.

2.7 Putting High Value on Reinforcing Academic Research Abilities of Fine Arts Students in Higher Normal Colleges

The *Standards* unveiled higher requirements to fine arts teachers' knowledge and theory reserve than the previous ones. Fine arts students in higher normal colleges need to master painting skills and give accurate and insightful comments to a product. Poor theoretical foundation will lead to their incompetency in future work. The reserve of basic theoretic knowledge needs to be accumulated via different channels, in which academic research is an important element. So these colleges may facilitate students to improve their academic research abilities, and take the number of theses they write as one of the measurement criteria.

2.8 Guiding Students to Have Cooperative Awareness

Being a teacher is to assume an occupation with higher requirements to an individual's ability both on interactive and communication ability and on team cooperation awareness. That's why fine arts education in higher normal colleges needs to train students' awareness for collective cooperation. A wide range of extracurricular activities in colleges enable students to exercise their abilities on social communications when they get relaxed after class. Special trainings at classes are also necessary in the form of cooperation in different groups in order that the students have the idea of cooperation comprehensively and systematically.

2.9 Improving Fine Arts Teachers' Competence Quality

The key to the success of fine arts education reform in higher normal colleges rests with the cultivation of the teachers' quality. The outstanding competence quality of teachers marks the premise and foundation for the educated to master and understand smoothly the knowledge they learned. Traditional Chinese education principles are of high concern to the relationship of and interactions between teaching and learning. Teachers are the ones who impart knowledge to their students. They

should teach by personal examples as well as by verbal instructions. They play a model and instruction role through their own deeds. So teachers need to improve their comprehensive quality ceaselessly. They will keep the attitude of active learning, improve their abilities and increase knowledge reserve besides teaching. Higher normal colleges should encourage and support teachers' teaching and research. They need to provide teachers with opportunities for reeducation. At the same time, higher normal colleges should change the introduction mode of teachers and consider comprehensively the overall quality of teachers.

2.10 Reforming Existing Enrollment Policy Based on Teacher-Training Policy of Fine Arts Majors in Higher Normal Colleges by Setting up Student Selection Standards Which Are Different From Those in General Fine Arts Colleges

Fine arts departments in higher normal colleges should put more things in college entrance examinations so that more items are tested in professional exams. Higher normal colleges need to properly increase the contents which are related to checking students' artistic knowledge and writing abilities. At the same time, they may increase higher the scores of culture courses for admission based on their respective situations. Such actions may avoid low comprehensive abilities and individual accomplishments of the students in higher normal colleges to the maximum extent.

CONCLUSION

The widespread execution of quality-oriented education policy is under way. It is imperative to conduct fine arts education reform in higher normal colleges. The reform should be taken competence education as the mode under the guidance of the *Standards of Fine Arts Curriculum of Full-Time Compulsory Education*. The purpose is to build a fine arts education system in higher normal colleges. Such system meets the demands of social requirements and produces fine arts education talents who have deep knowledge reserve, solid professional foundation, and excellent overall quality for fine arts teaching under the background of quality-oriented education. These are the important tasks we need to accomplish.

REFERENCES

- Guo, F. Q. (2013). How to go from test-oriented education to competence education—Empirical analysis based on outline of education planning and education history. *Journal of Hebei Normal University (Education & Science Edition)*, (03).
- Li, C. M. (2008). Explorations on reform of fine arts education & teaching in higher normal colleges. *China Adult Education*, (24).

- Li, F. (2010). Considerations to reform of fine arts education in higher normal colleges under new course background. *Art Research*, (01).
- Li, L. (2006). Out of Misunderstandings for coordinated development—Status quo of & countermeasures to abilities & competences of fine arts students in higher normal colleges. *Journal of Guilin College of Education*, (04).
- Li, S., & Liu, S. J. (2008). Professional features of fine arts education in higher normal colleges under background of new fine arts courses reform. *Journal of Fuyang Teachers College* (Social Science Edition), (06).
- Shi, M. G. (2007). Status quo analysis & reform of teaching models of fine arts courses in higher normal colleges. *Journal of Qujing Normal University*, (04).
- Sun, Y. L. (2008). On cultivation of humanitarian spirit in fine arts education. *Journal of Anhui Agricultural University* (Social Science Edition), (04).
- Wang, C. S. (2004). Taking seriously education thought of *Knowledge Neglection*—Discussion on second assessment to wording of turning from *Test-Oriented Education* to competence education. *Peking University Education Review*, (01).
- Wang, R. (2002). Study on reform & course construction of fine arts education in higher normal colleges. *Decoration*, (12).
- Zhao, J. (2009). Explorations on fine arts education in higher normal colleges under new course standard. *Education & Vocation*, (27).