

Analysis of Public Art Education in Colleges And Universities in the Age of Media Convergence

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Abstract:

As an important way of art education, public art course aims to cultivate students' artistic appreciation and awaken their inner artistic temperament and artistic consciousness. In the era of media convergence, China's various cultural and art undertakings have been rapidly developed. The traditional teaching model focusing on theoretical knowledge one-way instilling can no longer meet the development needs of public art education. Therefore, accelerating innovation of art education methods to help improve the level of public art education is one of the main tasks of current art education in colleges and universities.

Keywords:

Media Convergence, Colleges And Universities, Public Art Education

1. Introduction

Art education takes education as a means to impart certain art knowledge and skills to students, develop and spread art culture; Taking art as the medium, cultivating students' moral character and aesthetic ability through art teaching, developing students' intelligence and creative thinking, and pursuing general educational efficacy [1]. From the concept, it can be seen that art education is mainly divided into two aspects, one is professional art education, and the other is general art education. Public art education in ordinary colleges and universities obviously belongs to the latter, whose main purpose is to improve students' aesthetic quality, cultural quality and innovation ability. Media convergence refers to the comprehensive and in-depth integration of different types of mass media, such as traditional TV media, broadcast media and new media, relying on digital media platforms, Realize the integration of media content production and dissemination, communication technology, and computer network applications, and create a new form of media that integrates resources and content. Media convergence refers to the systematic integration of resource elements such as media, communication technology, and computer networks, with the aim of achieving efficient production and dissemination of content.

2. Analysis of Problems Existing in Public Art Education Courses in Colleges and Universities

2.1. Some students do not have a deep understanding of art

On the one hand, some students lack enthusiasm for learning art. Public art education courses are mainly for non art majors. Among the students who choose public art education courses, most of them are eager to learn art knowledge and pursue to improve their artistic accomplishment, but there are also some students for the purpose of accumulating credits or entertainment. Some students mistakenly believe that they can get credits easily by submitting a paper for art courses. This one-sided cognition leads them to pay less attention to public art education courses and lack of enough enthusiasm for learning. On the other hand, some students have some misunderstanding of public art education course. As the public art education course is a public elective course, students' art foundation is uneven. Some students have never received basic art education, which leads to a certain misunderstanding of art education, thinking that art education is simply appreciating art works or painting a few pictures. This is difficult to achieve the purpose of art education, but also lost the meaning of art education.

2.2. The structure of teaching staff and teaching content are unreasonable

First of all, the teachers of public art education courses in some colleges and universities are weak. Teachers are the prerequisite to ensure the quality of public courses. However, due to the shortage of teachers, some public art education teachers in colleges and universities are part-time professional art teachers. Some professional art teachers tend to pay more attention to the teaching of professional skills, and teach the public art education course as a professional art course, ignoring the concept of educating people in the public art course. Secondly, the depth of teaching content is insufficient. The teaching of public art education course not only pays attention to the teaching of artistic creation techniques and the evolution history of artistic style, but also pays attention to the teaching of the cultural connotation of artistic works. However, some teachers mainly carry out relevant teaching in the form of chapters or special topics in actual teaching, paying more attention to the explanation of professional knowledge such as perspective, color and composition, relatively ignoring the introduction of relevant humanistic value of works or authors, and paying less attention to the cultural connotation of works themselves, which affects the depth of teaching. Finally, the form of curriculum assessment is single. At present, some teachers in the course of public art education adopt the form of asking students to submit papers or lecture reports. The form of assessment is single, which is contrary to the goal of art education to help students establish a correct aesthetic concept and promote the all-round development of students' morality, intelligence, body and beauty. In this way, it is difficult for students to truly understand the connotation of art education and achieve the expected learning goals.

2.3. The curriculum arrangement of public art education lacks scientificity

First of all, there is a single type of curriculum. Art disciplines are extensive and can be divided into paper-cut art, calligraphy, sketch, pottery, fashion design, photography and so on. However, some colleges and universities only offer relatively basic courses such as calligraphy teaching and art appreciation, which are of a single class and difficult to meet the needs of students. Secondly, the curriculum content of

some colleges and universities has the problem of duplication or disjunction with the high school art curriculum. In the arrangement of the syllabus, some colleges and universities ignore the content of the outline of high school art education, which leads to the repetition of the teaching content and the teaching content of high school art, which affects the learning enthusiasm of some students. At the same time, the teaching content of some colleges and universities is out of touch with the art teaching of high school, which increases the difficulty of students' learning and is not conducive to the development of art education. Finally, the curriculum of public art education lacks of integration. The discipline of art is comprehensive and related to many disciplines, such as philosophy, history, sociology and so on. However, in the curriculum of some colleges and universities, there is less connection between art and various disciplines, and more design arrangements are made according to the subdivision of the discipline of art. The course content is often only related to the discipline of art itself, such as design expression skills and product design. This is not conducive to students' understanding of the value of art from a macro perspective.

3. The Impact of the Advent of the Media Convergence Era on Public Art Education in Colleges And Universities

3.1. It is conducive to auxiliary art creation

With the rapid development of network technology in the era of media convergence, the network provides a convenient and efficient communication path for the dissemination of relevant information, which is conducive to the efficient development of public art education practice activities. In essence, public art education is one of the core components of aesthetic education. College students are required to participate in diversified artistic creation practice activities in order to deeply understand the theoretical knowledge of public art education and improve their artistic creation ability [2]. In essence, the practical teaching of public art education is an organic combination of public art education and network technology, so that students can better express and disseminate the theoretical knowledge of public art through the actual experience process. Through the Internet, college students can easily share and exchange their self-created works with more people, which increases the interest of college students in artistic creation. Such network platforms as “Tiktok” and “Kuaishou” can become important platforms for students to communicate in artistic creation, which has positive significance for training their artistic creation ability.

3.2. It is conducive to promoting innovative thinking

After entering the era of media convergence, Internet technology has developed rapidly, and the Internet has innovated the form of public art. Advanced technologies such as VR technology and MR Technology can create a virtual reality environment for college students to participate in public art education, increase the freshness of education, and attract college students' attention. For example, in the practice of public art education, teachers can apply VR technology to guide college students to carry out practical creation, and can also apply relevant network technology to integrate art education resources inside and outside colleges and universities, promote the innovation of art education curriculum planning, teaching methods and training methods, and maximize the positive role of advanced science and technology in promoting the development of college students' thinking ability. At the same time,

schools can build an online learning platform based on “Internet +” to meet the diversified learning needs of students, exercise their innovative thinking ability and cultivate their artistic literacy. The construction of an online public art education platform based on media convergence can well promote the high-quality development of the entire public art education.

4. College Public Art Education Strategy Based on Media Convergence

4.1. Reconstruction of the existing public art curriculum system

During the reconstruction of the public art education curriculum system, colleges and universities should pay attention to effectively exerting the advantages of new media education resources and optimizing the allocation of existing college education resources. At the same time, universities should also pay attention to the basic characteristics of closely connecting with new media technology, starting from attracting the attention of university students and mobilizing their enthusiasm for independent learning, Reconstruct the curriculum system of Public art education [3]. For example, during the reconstruction of the existing public art curriculum system of colleges and universities, colleges and universities can effectively integrate art works in the new media era, such as short video, film and television, and other new art forms that integrate the media era. Through the organic combination of art works and new media technology, the subject content can be avoided from being biased. At the same time, colleges and universities should combine the actual life of college students, dig deep into the use of teaching resources on the Internet, and continuously enrich the content of public art education. In particular, colleges and universities should pay attention to strengthening the interaction and combination between different disciplines, such as calligraphy art and literature, information technology science and film and television creation, and further improve the quality of Public art courses by strengthening the connection between subject knowledge in the era of media convergence. However, while making use of the abundant "online" teaching resources in the era of media convergence to improve the existing knowledge system of public art courses, colleges and universities should fully clarify the auxiliary role of online teaching resources, and not "do the opposite". They only pay attention to the application of online teaching resources while ignoring the application of traditional teaching resources.

4.2. Innovate the existing public art education methods

In the practice of public art education, colleges and universities can skillfully apply new media technology in the era of media convergence to innovate the existing public art education methods, so as to break through the limitations of time and space factors in traditional public art education, effectively use online learning platforms and related technologies to meet the diversified learning needs of college students and improve the quality of public art education [4]. However, the application of the new teaching technology, means and methods in the era of media convergence must be closely combined with the existing objectives of public art education, starting from meeting the diversified learning needs of students such as independent learning, exploration and innovation, and making bold innovations in teaching means. In particular, teachers should pay attention to the individualized learning needs of students. To enhance students' learning ability through the application of network

technology, and help the smooth development of public art education activities. For example, in addition to the regular offline art education courses, colleges and universities can also carry out online education and distance education innovatively. They can upload different types of courseware resources such as micro-lessons and multimedia of public art education to the Internet, and guide students to download and watch and learn by themselves with the help of computers, mobile phones, tablet computers and other relevant intelligent terminal devices. To improve students' learning effect through independent learning and training of new media technology. At the same time, by integrating new media technology into the practice of public art education, colleges and universities can expand the scope of art education. Wechat, Weibo and all kinds of learning apps can become important carriers to assist college students to carry out online learning, help college students receive real-time guidance in public art education and carry out public art exchanges, and strengthen the interaction and communication between teachers and students. This has positive significance for improving the effect of college students' independent learning of art education content after class. For example, teachers can use "cloud classroom" to carry out public art education, "bullet screen" and other methods to complete the teaching of public art education knowledge points, and cooperate with offline communication and discussion activities to solve relevant knowledge difficulties in public art education in a timely manner. Teachers can also adopt micro-class, a new teaching method, to upload excellent micro-courseware and learning guide plans generated in the process of public art education to the shared learning platform, so that students can download them independently in extracurricular time and carry out convenient and efficient independent learning, which can effectively make up for the shortage of independent learning resources and auxiliary resources in the past. It is of great help to improve the effect of public art education. In particular, at present, the whole country is in the new normal of "epidemic prevention", and it is of great practical significance to make full use of advanced media technology in the era of media convergence to assist students to carry out education activities efficiently.

4.3. Break the single form of public art education

In the past practice of public art education, there exists a relatively prominent single mode of education, that is, public art education belongs to "public" education, which cannot meet the differentiated learning needs of college students and their actual art level is relatively low. If colleges and universities can innovate and apply advanced science and technology in the era of media convergence, break the single form of public art education and carry out some new forms of public art education activities such as personalized education, the effect of public art education can be improved[5]. For example, in the era of media convergence, college students generally pursue individuality and independent learning. At this time, if colleges and universities skillfully use new media technology, they can promote the transformation of traditional "popular" public art education into "personalized" direction, and better meet the differentiated learning and development needs of college students in the new situation. For example, schools can make use of big data and other technical means in the era of media convergence to have a comprehensive understanding of the actual learning situation of college students in public art education practice activities, and formulate targeted public art education plans for different students through statistical analysis of relevant data, so as to improve the quality of public art education. At the same time, the application of new media technology can transform public art education from the traditional "text era" to the "audio-visual era" or "picture-reading

era”, which can further promote the personality development of college students and greatly help to improve the level of public art education. In addition, during the period of carrying out public art education activities, colleges and universities should not only pay attention to the effectiveness of teaching guidance, but also pay attention to strengthening extra-curricular practice teaching, and build a public art education activity system through cooperation with public art education related organizations and new media institutions in society, so as to promote the development of public art education to a higher level.

4.4. Create new teaching thinking and enhance professional quality

On the one hand, teachers should innovate their teaching thinking and improve their teaching methods. The continuous development of today’s society has put forward higher requirements for educators, requiring them to cultivate high-quality talents with all-round development. Therefore, innovating teaching methods and improving the level of education have become the urgent needs of educators. For example, in the face of the problem of large class teaching with 100 students, teachers can adopt the group teaching method, dividing students into several groups according to appropriate standards, such as art foundation, major, seating arrangement, etc., in the form of group competition, to stimulate students’ sense of team honor and learning interest. On the other hand, teachers should formulate perfect course learning objectives and contents based on the educational objects. Teachers should select and sort out teaching resources effectively according to the nature of public elective courses and students’ artistic foundation and interest points. While teaching students artistic skills and theoretical basis, teachers should pay attention to practical teaching, expand the teaching places to museums, art galleries and other places, and combine the intuitive characteristics of art to realize the organic combination of theoretical knowledge and practice, so that students can feel the charm of art teaching and enhance the attraction of teaching, so as to achieve the purpose of enhancing students’ learning enthusiasm.

4.5. Optimize the structure of teachers and improve the assessment system

First, optimize the structure of teachers. Excellent teachers are the prerequisite to ensure the quality of art education courses. The optimization of teacher structure depends on the perfect teacher introduction plan. In the stage of introducing teachers for public art courses, colleges and universities should take strong professional ability and rich practical experience as the standard to introduce talents according to the actual situation; In the teacher training stage, colleges and universities need to establish a sound teacher training mechanism, in order to solve the problem that some teachers lack practical experience, they can establish cooperative relations with well-known art studios, adopt the form of summer study or talent and resource sharing, improve the knowledge system of teachers, realize the “special person to do specialized work”, and improve the level of teachers’ education and teaching.

Secondly, the teaching evaluation system should be improved. Teaching evaluation is one of the important standards to measure teachers’ teaching level, and it is also one of the ways to promote teachers to improve their teaching quality. Colleges and universities should invite students to evaluate teachers’ teaching performance in each semester, scoring them from the dimensions of educational methods, curriculum design, professional degree and teaching effect [6]. The whole evaluation process is conducted anonymously to ensure the authenticity and objectivity of the evaluation,

and the results are fed back to the teachers. Teachers seek solutions to the inadequacies in the teaching process.

Finally, strengthen the curriculum assessment system and star assessment standards. The recognition of students' final scores does not only depend on the scores of the final papers. Teachers should formulate specific assessment standards, including students' classroom interaction, class attendance and class reporting quality, and retain certain variable factors. Teachers should set reasonable assessment standards, and combine the situation of students' final examinations to get the final scores of students.

4.6. Reform the curriculum system and improve the curriculum structure

First of all, we should pay attention to the diversity of courses and increase the number of public art courses. The arts usually include architecture, sculpture, painting, arts and crafts, calligraphy, seal cutting and so on. In view of the small number of public art education courses, colleges and universities should enrich the types of art courses according to their actual conditions, so as to meet the needs of students in different forms of learning, and improve students' humanistic quality, aesthetic ability and innovation ability from different aspects. For example, Fudan University classifies public art courses according to three categories: aesthetic appreciation, art theory and skill practice, and offers 7 to 8 courses in each category.

Secondly, the teaching of public art education courses should be based on the content of high school art courses, so that students can understand the brief history of the development of Chinese and foreign art, various art schools, and the works of representative artists, and at the same time make students love excellent traditional culture, respect and understand the multi-culture of the world. In the process of teaching objectives and teaching content arrangement of college public art courses, teachers should pay attention to the connection between teaching content and high school art courses, cultivate students' art appreciation ability and art foundation at a higher level, and avoid repeated teaching or fault problems.

Finally, we should enhance the comprehensiveness of the curriculum and realize the integration of the curriculum. The cultivation of students' artistic thinking and artistic concept cannot be separated from the support of multi-disciplinary knowledge system. Teachers need to integrate the knowledge of art and other subject areas, explore the connection between art and other subjects in the form of topics, timelines, case studies, etc., help students understand the meaning and value of art from a macro perspective, understand the internal connection between society and art, and realize the vertical integration of the curriculum.

5. Conclusions

To sum up, the advent of the era of media convergence is beneficial to colleges and universities to enrich educational content, assist students' artistic creation and promote the development of students' innovative thinking. However, based on the process of public art education carried out by media convergence, colleges and universities should start from the reconstruction of the existing public art curriculum system, innovate public art education methods, break the single form of public art education, and improve the quality of public art education.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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