

Research on Teaching Reform in the Fine Arts Major Under the Background of Diverse Perspectives and Practical Exploration

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Abstract:

In recent years, due to persistently low employment rates and significant structural contradictions between societal demands and talent cultivation, the Fine Arts major has repeatedly been classified as a “Red Card” profession. Against this backdrop, reforming professional education has become a key pathway to solving the development dilemmas of the discipline and enhancing the core competitiveness of talents. This article takes the “Red Card” classification as a starting point, combining diverse perspectives and practical explorations of teaching reform in the Fine Arts major to systematically review the current research status both domestically and internationally. It focuses on analyzing the existing issues in teaching reform such as the disconnect between teaching and practice, insufficient curriculum innovation, and a single training model. Through literature analysis and case studies, a “trinity” reform framework oriented towards societal needs is proposed: optimizing the curriculum system to strengthen professional characteristics and adaptability to the times, deepening industry-education integration to enhance practical innovation capabilities, and reconstructing evaluation mechanisms to promote dynamic adjustments in teaching.

Keywords:

Fine Arts Education, Teaching Reform, Red Card, Curriculum Practice

1. Introduction

Recently, in the assessment of higher education programs, the “red card” early warning mechanism has created pressure on majors with low employment rates and weak social adaptability. The Fine Arts major has become a high-incidence area of the “red card” phenomenon due to issues such as the mismatch between traditional training methods and market demand, and insufficient development of practical skills. According to data from the Ministry of Education, the employment rate of Fine Arts majors has been consistently below the national average from 2020 to 2024, highlighting the urgency of resolving structural contradictions in talent development.

In this situation, how to improve the development dilemma of the discipline through educational reforms has become a focus of attention in academia.

Current research focuses on three main directions: (1). Combining teaching with practical courses, scholars have proposed innovative models such as the studio system to bridge the gap between theoretical teaching and practical application; (2). Empowering “Internet +” technology, demonstrating the innovative value of digital teaching for traditional classrooms; (3). Local university reform paths, emphasizing the synergistic effect of regional cultural integration and the integration of ideology into the curriculum. Existing research still falls short in addressing the development status under the “red card” background, manifested by three main conflicting issues: imbalance between traditional technical training and interdisciplinary skills development, classroom content lagging behind industrial technological changes, and a single evaluation system struggling to reflect diverse talent standards.

Based on the background of “red card” majors, this research project combines domestic empirical studies to address three core questions from a problem-oriented perspective: How to optimize the curriculum system of Fine Arts majors to respond to the intelligent and cross-media art education reform? How to achieve precise alignment between teaching resources and social employment needs through innovative educational mechanisms? How to construct a dynamic evaluation model to continuously improve the quality of talent development? By closely focusing on these three questions, this research aims to provide new theoretical perspectives for Fine Arts majors to overcome the “red card” dilemma and reshape the art education discipline.

2. Research on the Integration of Teaching Reform and Curriculum Practice

2.1. Exploration of strategies for professional teaching reform

The core goal of the teaching reform in the Fine Arts major is to propose diverse strategies from the perspectives of innovative teaching modes and optimized curriculum systems. Against the background of teacher certification, it is demonstrated that the studio system plays a promoting role in enhancing educational and painting skills in a coordinated manner. It is suggested that application-oriented teaching models need to balance market economic demands and disciplinary characteristics, solve the contradiction between talent development and social adaptability through differentiated reforms [1], emphasizing the practical value of the “dual-track emphasis” training mode for cultivating high-quality teachers [2]. In consideration of the unique characteristics of independent colleges, it is important to strengthen the connection logic between professional courses and foundational courses [3]. At the level of foundational course reform, introducing the OBE concept to reconstruct course objectives and evaluation systems is recommended. Focusing on the difficulties in teaching perspective drawing, it is proposed to enhance students’ professional competence through content integration and innovative practical approaches [4].

2.2. Curriculum Innovation and Development of Practical Skills

Curriculum reform is centered around enhancing practical innovation abilities. Taking the basic photography course as an example, it is proposed to utilize digital

teaching methods and diversify evaluation systems to stimulate students' creativity; emphasizing the need for graduation projects to break through traditional paradigms and establish a "innovation practice-results transformation" loop to respond to changes in the art industry [5]. To address the issue of skills being detached from theory, optimization of the structure of postgraduate courses is suggested to promote the realization of the training goal of "multifaceted expertise", validating the reciprocal effect of practice-oriented approaches on theoretical deepening [6]. Strengthening the alignment between design courses and social demands through a "co-creation workshop" model is recommended to enhance the effectiveness of teaching.

2.3. Ethnicity and Characteristics of Applied Teaching

In ethnic regions and local university reforms, scholars focus on the integration of cultural heritage and applied capabilities. Through the "dual reform" strategy, optimizing the teaching of Mongolian basic courses is emphasized to provide a paradigm for the cultivation of compound talents in ethnic areas [7]. Calligraphy and engraving courses need to strengthen the concepts of visual arts, promoting the contemporary transformation of traditional skills through course restructuring [8]. Teaching in graphic composition should establish a logical chain of "composition-composition", enabling traditional techniques to resonate with modern aesthetic values.

3. Systematic Research on Teaching and Reform

3.1. Reconstruction of Talent Cultivation Models

Guided by the OBE concept, reforms in the oil painting course involve integrating comprehensive material techniques to broaden creative dimensions [9]. It is proposed that under the "red card" forcing mechanism, breaking through traditional teaching limitations requires fostering innovative entrepreneurial abilities and innovating teaching methods[10]. Approaching from the perspective of intangible cultural heritage protection, it is argued that reforms in fine arts education play a dual role in promoting cultural heritage and economic and social sustainable development [11].

3.2. Innovation of Practical Teaching System

To address the shortcomings in practical skill development, under the concept of "new humanities", a "project-based teaching" model is constructed to enhance students' comprehensive practical abilities through real projects. It is advocated that vocational art education should break through classroom boundaries and enhance the industry adaptability of artistic literacy through school-enterprise cooperation. It is pointed out that higher normal colleges need to strengthen practical internship courses and solve the problem of the disconnect between fine arts education and social needs through a "theory-practice-reflection" cyclical mechanism [12].

3.3. Teaching Transformation in the "Internet Plus" Era

Driving the evolution of teaching modes towards diversification and interactivity is new media technology. By proposing a strategy for integrating digital teaching resources, a new approach to art education combining online and offline components is being developed [13]. Addressing the pain points of online teaching requires the optimization of multimedia assistance, internet platform construction, and process

evaluation to enhance innovative skill development and technological empowerment [14]. The “Internet Plus” era impacts the reform of aesthetic education in normal art classrooms, breaking through traditional constraints of time and space in teaching, thus improving the efficiency of artistic creation instruction [15].

4. Research on Reform and Talent Cultivation in Local Universities

4.1. Pathways for Cultivating Applied Talents

Local universities focus on regional needs and explore characteristic reforms. By establishing a studio-based teaching model and cultivating art talents that meet local industry demands through the concept of “application-oriented and practice-based” education [16]. It is proposed that solving the homogenization issue in talent cultivation at local universities and enhancing the localized knowledge transformation ability require curriculum system restructuring [17]. Advocating for the establishment of a “diverse classroom + dynamic assessment” system to address the ambiguous goals in cultivating applied talents at universities [18].

4.2. Integration of Ideological and Cultural Inheritance in Curriculum

Emphasizing that universities in ethnic regions should deeply integrate “ideological and political education” into professional teaching to cultivate versatile talents with cultural consciousness and poverty-alleviation practical abilities. By incorporating local red culture into basic courses, it is possible to achieve the organic integration of ideological and political education with professional skill development. Against the background of teacher certification, it is suggested that Chinese painting courses need to strengthen the connection logic between traditional cultural literacy and the role of educators [19].

4.3. Enhancement of Curriculum Teaching Effectiveness

In response to bottlenecks in courses such as watercolor and comprehensive materials, scholars have proposed reform plans. It is pointed out that the watercolor course needs to break away from a single-mode technical training approach and stimulate students’ innovative thinking through cross-media creation. Advocacy for the comprehensive materials course to shift towards a “process-oriented” approach, enhancing artistic expression depth through project-based teaching. Local universities should optimize the application value of the watercolor course through en plein air practice and exhibition mechanisms.

5. Current Research Issues that Need to be Addressed

5.1. Teaching reforms with a gap in practical application

Although significant achievements have been made in the reforms of fine arts education, there remains a disconnect between reform measures and actual teaching. While some studies emphasize the importance of integrating theory and practice, in practice, the updating of teaching content and improvement of teaching methods do not effectively keep pace with the times, leading to a formalization of teaching reforms. The lack of systematicity and coherence between theory and practice makes it difficult for students to transform theoretical knowledge into practical skills during the learning process, impacting the quality and efficiency of talent cultivation.

5.2. Insufficient Innovation in Course Content

In the course reform, although some studies have introduced OBE educational concepts, innovative teaching content, and other optimization measures, the level of innovation in course content still needs to be improved. Some course content updates lag behind, failing to keep pace with the development of art education and societal needs, resulting in a disconnect between the knowledge students acquire and educational practices. The integration of innovative course content with professional characteristics is not closely knit enough, which fails to fully demonstrate the uniqueness and innovativeness of fine arts education, affecting students' comprehensive literacy and innovation abilities.

5.3. Single Talent Cultivation Mode

The talent cultivation mode has become too singular, focusing solely on traditional classroom teaching and skill training, lacking diversified pathways for cultivation. This kind of talent cultivation mode struggles to meet the demands of employers for versatile talents, which may eventually lead to students being at a disadvantage in the job market. The current talent cultivation mode lacks integration with local characteristics and regional culture, resulting in a lack of regional and ethnic features in the cultivation of fine arts professionals, which is not conducive to the inheritance and development of local culture.

6. Systematic Reform Paths and Implementation Strategies

6.1. Establishing a "Three-Dimensional Interactive" Practical Teaching System

Establish a "dual-teacher" teacher development mechanism, requiring professional teachers to complete no less than 80 hours of industry practice each academic year, while simultaneously introducing the system of having industry mentors stationed at the school. Create a practical ecosystem that integrates the virtual and the real, constructing physical spaces such as traditional workshops, plein air bases, while also developing virtual practice systems like metaverse art labs and digital twin creation platforms. Implement a "process-oriented growth portfolio" that incorporates industry standards and social feedback into the evaluation system, establishing a diverse evaluation model that includes dimensions such as creativity index, technological adaptability, cultural dissemination power, etc.

6.2. Implementing the "Four New Drives" Curriculum Reform Project

Introduce cross-disciplinary courses such as "Artificial Intelligence in Art" and "Digitalization of Cultural Heritage", building a curriculum cluster consisting of "fundamental techniques + digital literacy + cultural awareness." Establish a national-level fine arts education resource database, develop intelligent lesson preparation systems, and adaptive learning platforms. Establish a dynamic curriculum adjustment mechanism, conducting industry demand surveys every two years and offering frontier course modules such as "Art Curation and IP Operations" and "Metaverse Space Design." Implement the "One School, One Specialty" characteristic curriculum plan, transforming intangible cultural heritage and local fine arts resources into school-based courses. For example, the Ye Rong team digitized patterns of ethnic minorities in Southwest China for integration into design courses, creating a unique teaching case library.

6.3. Innovating the “Double Helix” Talent Cultivation Model

Establish an advanced pathway of “general education - professional training - individual development.” Implement broad-based education in lower grades, and offer specialized directions such as “Artist”, “Art Education”, and “Art Business” in higher grades, transitioning from standardization to personalization in talent cultivation. Create a collaborative community for nurturing talents involving schools, enterprises, government, and society. Embed talent cultivation into real social scenarios through initiatives like establishing industry colleges (e.g., Digital Art Industry College), jointly conducting rural revitalization art projects, innovate entrepreneurship training systems, and setting up student art maker centers. Implement a localization talent cultivation strategy and establish a “Regional Cultural Gene Bank.”

6.4. Guarantee Mechanisms and Sustainable Development

Establish a teacher competence radar chart evaluation system, with dimensions including technological application, cultural interpretation, industry awareness, etc., complemented by special training funds. Construct a three-party evaluation mechanism involving students, teachers, and the industry, introducing blockchain technology to achieve full traceability of teaching data. Establish a fund for innovative development in fine arts education, focusing on supporting interdisciplinary course development and virtual simulation laboratory construction.

7. Conclusions

This study systematically analyzes the deep-seated contradictions in the reform of fine arts education and proposes operational solutions that not only respond to the development dilemmas of “red-flagged” majors but also provide theoretical references and practical paradigms for the cultivation of artistic talents in the new era. Subsequent research can further track and evaluate the effectiveness of reforms and continuously optimize reform pathways.

Conflicts of Interest

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

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