

The Reflection On Existing Cultivation Mode Based On The Current Status Of Career Development Of Normal Students In Fine Arts Colleges --Taking Guangzhou Academy Of Fine Arts, Fine Art Education Department As An Example

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Abstract: There are various factors that exert certain influence to the process of cultivation of the normal students in professional fine art colleges and universities. Proceeding from the current status of graduates in middle terms of graduation, this paper conducts analysis on the rationality of the cultivation based on result-orientation in a reversing thinking manner.

The normal students from the fine art colleges are cultivated as the professional talents with fine capacity in arts discipline and excellent capability to impart relative knowledge to others, which is geared to the society, schools and educational institutions[1]. The option of future career of normal students from fine art colleges and the middle-long-term development serve as an important step to examine the cultivation process of normal students from fine art colleges. Taking the Guangzhou Academy of Fine Arts, Fine Art Education Department as an example, this paper made respective investigations for students graduated in 2019, 2013 and 2014 in middle term of graduation, and the investigation results are regarded as the important evidences for the adjustment of cultivation mode.

1. Development status of normal students from fine art colleges

1.1 Employment status of recently graduated students

According to the distribution map of the graduation destinations of the class in fine arts education discipline in 2019[2], nearly 90% of them were employed as full-time/semi-full-time workers and some students were preparing for postgraduate study school and study abroad.

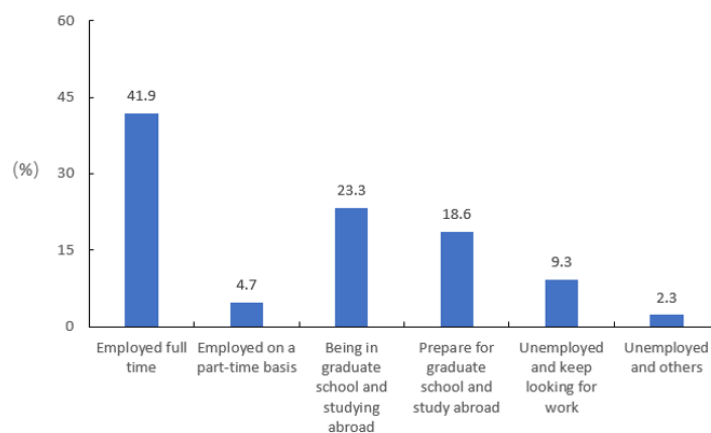


Figure 1-1 The distribution of graduation destination of the class of 2019

According to the survey, 71.4% of the graduates were employed in teaching industry, indicating that most of the graduates of this major are engaged in education or choose for further education, and the cultivation mode during school had a long-term and important impact on their career development.

1.2 Employment situation of graduates in the medium term

Table 1-1 The type of occupation engaged in mid-graduation of this major

Occupation Class	The class of 2013	The class of 2014
Primary and Secondary Education	42.6	23.5
Media/Publishing	17.0	21.6
Professional/Educational Training	14.9	19.6
Fine arts/Design/Creative	14.9	15.7

Unit: %

Table 1-1 shows that nearly half of the students are still engaged in primary and secondary education or vocational/educational training, and nearly 40% of the graduates are engaged in work related to fine arts in term of the type of occupation engaged by graduates in middle career after graduation. In general, the occupations engaged by fine arts college graduates in the middle of the career is still closely related to their major. For the training institutions, the important issue is how to cultivate students with both strong capabilities in arts professions and teaching in the process of cultivation.

1.3 Analysis of the job market of normal college students majoring in fine arts

The employment of various normal students is generally divided into two categories: One is that the graduates choose to work in schools and educational institutions. In recent years, with the promotion and pursuit of fine arts by the state, the education system, society and families, the employment market of fine arts students has been expanding year by year. At the same time, the fine arts education market has also seen uneven quality of teachers. Professionals with strong capability in fine arts and familiar with education are strong competitors in the art related education market [3].

2. Problems existing in the process of arts related education and training at present stage

2.1 Irrational distribution of theoretical and practical courses

It can be seen from Figure 2-1 that the evaluation on rationality of the proportion of theoretical courses and practical courses by students in middle career after graduation of this major of class 2014 is only 56%, which is basically the same as that of 55% of the class of 2013. 76% of the graduates who thought the proportion of class hours was unreasonable showed their expectations to increase proportion of the class hour for practical courses.

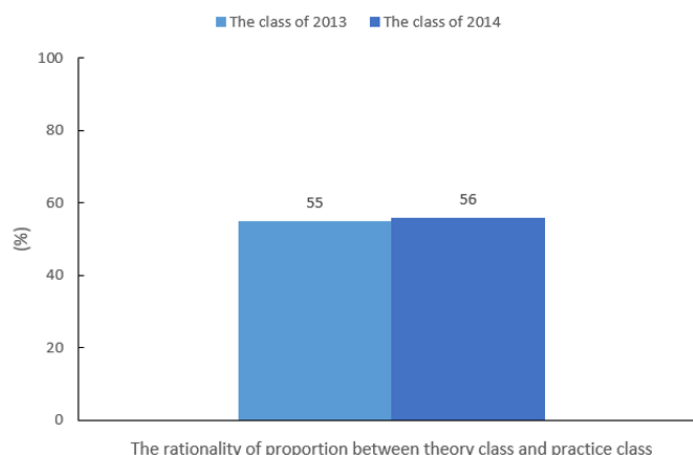


Figure 2-1 The rationality evaluation of theoretical and practical courses in the middle of graduation of this major

Educational practice courses are divided into three types: educational practice, educational probation and educational study. As can be seen from Figure 2-2, the degree of satisfaction of

graduates of class 2013 and 2014 in middle career on educational practice, educational probation and educational study in practical teaching activities is 79%, 76% and 54% respectively. The survey results suggest that training institutions should focus on educational practice courses, especially the effect of educational study.

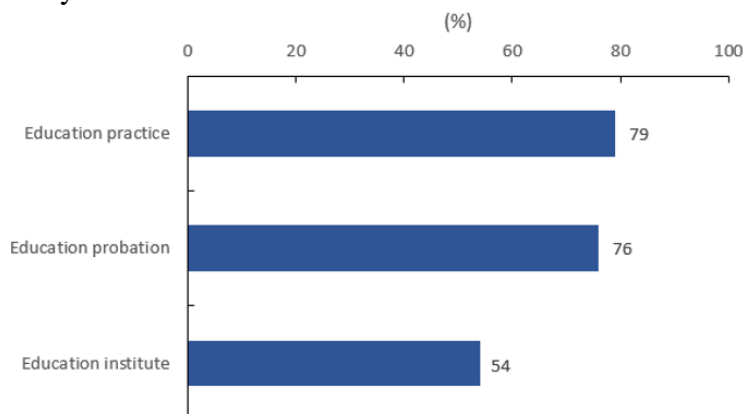


Figure 2-2 The proportion of practical education activities that meet work needs in the middle of graduation of this major (combined with the class of 2013 and 2014)⁽⁴⁾

According to the survey results, graduates in the middle of their career after graduation generally believe that practical courses are very important in the working process related to education, which can be conducive for graduates to integrate into educational work faster and better.

2.2 Low connectivity of theoretical courses and practical courses

Most of the theoretical courses given by teachers are arranged in the lower grades, while the practical courses are arranged in the higher grades. As a result, students are unable to put what they mastered into practice in the learning process of the theoretical courses, and the practical courses lack the support of theoretical knowledge [4]. On the other hand, the teaching method of some teachers for theoretical courses is usually rigid without integrating excellent practical teaching cases into the courses of theoretical teaching, and students' understanding and memory of the courses are not deep enough.

2.3 The mode of practical courses is relatively single

Taking the education probation, the educational practice course as an example, the education is usually launched in the elementary and secondary school, the content of education study is conducted with the analysis and the discussion regarding the teaching materials of elementary and secondary school and the cases in the curriculum. According to the above research results, there are quite a number of normal graduates from fine arts colleges were engaged in educational institutions, and the single practice courses in teaching in primary and secondary schools can't satisfy a variety of teaching modes and teaching system. Therefore, how to develop the practical courses suitable for various teaching environment should be the top priority for art colleges and universities[5].

2.4 Focusing on disciplines and ignoring educational concepts in fine arts colleges

For the recruitment requirement of students, the normal students are generally admitted by fine arts colleges with the lowest admittance scores, which means that part of the normal students of this major are not passionate about the work in arts education and even some students showed repulsion to the education related curriculum, as a result, they give more efforts in study of professional courses and less in education related courses. For teachers in fine arts colleges, most of the teachers of this major are devoted to the development of their career in fine arts holding that there is little connection between education and themselves, which led to the disconnectedness between professional courses and education related courses in the process of cultivation. Consequently, the students failed to integrate the education with their disciplines.

In addition, compared with normal colleges and universities, there is a lack of teachers with pedagogical background in fine art colleges and universities. Meanwhile, these colleges and

universities are short of a more complete and reasonable curriculum system for teachers in education and professional hardware facilities, which increases the resistance in the training process of normal students in art colleges and universities.

3. The reform of cultivation mode from the perspective of graduates' career development

3.1 The cultivation of interdisciplinary talents with “more capabilities and one discipline” and exploration of “integrated and innovative” cultivation mode

The education of fine arts should be conducted in accordance with the requirements needed for the development of talents and to integrate education of fine art with theory so as to achieve integration of theoretical teaching with the teaching of skills for students. As a result, the cultivation objective of “more capabilities and one discipline” can be blessed with new meaning. The “integrated and innovative” teaching concept comes into being with the aim to achieve the integration of professional skills in arts and teaching in professional theory, integration of teaching in fine arts and teaching in educational theory and integration of teaching methods and research-based teaching, integration of teaching of educational theory and practice in teaching as well as the integration of teaching and information technology.

The courses can be taught in a open manner and the the original provision for the courses is abolished according to the nature of the courses. The comprehensive courses are formed by cutting the branch courses or by adding relevant courses in the original courses. Besides, a new course can be formed by integrating several disciplines and breaking the boundary between different disciplines. In teaching activities, the application of theoretical knowledge and practice should be integrated, teaching of professional courses should be integrated with courses such as fine arts and philosophy, history of fine arts and creation of fine arts so as to promote the organic integration of professional skills in fine arts and teaching of professional theory. The integration between theoretical courses related to fine arts and learning of arts should be made to form a professional course system and teaching mode, which is the embodiment of integrated and creative concept.

3.2 Improving the curriculum setting of educational theory and educational practice, and building a complete curriculum system for normal university students

Strengthening the construction of education based courses to form the curriculum structure that can last consecutive four years and ensure that there are education based courses every semester. Curriculum system is designed with the starting point in single course and multidisciplinary penetrated, and the courses are presented in form of nonlinear dynamic generation based teaching, more time should be saved for discussion and trial lecture and listen to the lecture given by the frontier teachers. Besides, to increases the chances for practice, and study and makes the practical courses can run through the whole process of four years of learning process[7].

Secondly, in terms of curriculum structure, according to the theory of curriculum integration, relevant subject knowledge is screened and integrated to form a kind of integrated modular curriculum. The courses integrated with education will guide students to learn how to apply the professional knowledge to the process of educational practice.

3.3 Broadening the places for educational practice to adapt to the requirements of new trend for interdisciplinary talents in education

The places for educational practice is not just used to the training of educators in primary and secondary school .To broaden the thinking of education practice, bring the students into the community, education and training institutions, public welfare institutions to expand the width, depth of fine arts education, and arts education is not confined to the contents in primary and secondary schools. From the perspective of education in social aesthetics, to explore the possibility of art education and provide students with more thought in employment and the job market so as to enrich the connotation of the fine arts education [8].

Generally speaking, art teachers in modern society should be interdisciplinary talents with

professional knowledge in arts, theory knowledge in education, and capability in teaching practice. As a organization to cultivate normal arts students, we should make it clear that the prospect of students' career development is closely related to the training process. How to cultivate students to adapt to the social development and the development of fine arts education is a topic with constant innovation and continuous development.

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