

## ***STUDY OF THE OPTIMIZATION AND COUNTERMEASURES OF PUBLIC ART EDUCATION MANAGEMENT IN CHINESE UNIVERSITIES***

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### ***ABSTRACT***

*Public art education in Chinese colleges is a significant part of higher education, the central link of school art education work and the core content of aesthetic education in colleges. It is designed to enhance the artistic and humanistic qualities of students of different majors (non-art), enhance the artistic perception and creativity of college students, and realize the self-worth of college students. At present, public art education is widely carried out in universities, and important in enriching college life and promoting the creation of campus culture in universities. However, in the current educational environment, some problems have been exposed in the administration of public art education in Chinese colleges, including incomplete management institutions, single curriculum institutions, and insufficient teaching staff, which have become elements restricting the role of public art teaching in universities. To usefully settle these existing issues, enhance the teaching effectiveness of public art education, and bring the significant role of public art education in colleges into full play. This article analyses the status quo of public art education management in universities, and at the same time puts forward several points of problems in education management and elaborates on the optimization and countermeasures of public art education administration in universities.*

### ***Keywords:***

*Chinese universities, public art education, education management, optimization, countermeasures*

## 1.0 INTRODUCTION

Public art education is a popular art education activity aimed at all non-art major students. The main purpose is to influence and cultivate students' perception, imagination, insight, and creativity through art theory, art works, and the application of art appreciation and artistic creation practice rules. It has unique value and role in guiding students to establish correct historical, ethnic, national, and cultural views, improving aesthetic and humanistic literacy of students, developing innovative spirit and practical capacity, forming a sound personality.

But at the same time, there are also several noteworthy issues in the execution and administration of public art education in Chinese colleges, which directly affect the growth of public art education. In view of the status quo of public art education administration in colleges, there is relatively backward administration of public art education in China and there are still issues in a lot of places, and the administration level shall be further enhanced. Hence, only by proposing proper administration measures of public art education in colleges can the administration of public art education in colleges be more proper and standard, and then promote the healthy growth of public art education in colleges and develop excellent talents with all-round growth.

In the "Modernization of Education in China 2035" released by the Central Committee of the Communist Party of China and the State Council, it is planned to "comprehensively implement the Party's education policy, observe the laws of education, insist on reform and innovation, take the objective of uniting people's hearts, enhancing personality, cultivating human resources, developing talents, and bringing the people benefits, and cultivate socialist builders and successors with integrated growth in morality, intelligence, physical fitness, aesthetics, and labor(Modernization of Education in China 2035).

To drive the healthy growth of art education in institutions of higher learning, on the basis of summarizing the experience of public art course establishment and education and teaching reform in institutions of higher learning, in November 2022, the Ministry of Education issued the Guiding Outline of Public Art Curriculum in Institutions of higher Learning (hereinafter referred to as the Outline), which clearly states that public art curriculum is a significant part of China's higher education curriculum system. It is the central link of school art education and the major method for carrying out aesthetic education. It has unique value and role in improving aesthetic and humanistic qualities of students, cultivating creative spirit and practical capacity, and shaping sound personality(Public Art Curriculum Guidelines for Colleges and Universities, 2022).

As early as 2020, survey data released by China's Ministry of Education showed that 87.6% of colleges nationwide have opened public art courses for all students, more than 80% of students like art courses and art teachers, and the results of aesthetic education in schools are gradually showing (Simon, 2020).

## 2.0 THE CURRENT SITUATION OF PUBLIC ART EDUCATION MANAGEMENT IN UNIVERSITIES

At present, in some key colleges in our state, public art education is in full swing, some colleges have set up corresponding public art classes, and set up corresponding calendar institutions for education management. However, some general colleges. especially higher vocational colleges,

their courses and management are not optimistic, and the corresponding management institutions and teacher construction can not satisfy the requirements of students. Taking universities in Henan as an example, only a part of undergraduate colleges have set up special public art education management institutions to gradually enhance the leadership system and operation mechanism, so as to guarantee the smooth growth of education work and the standardization of public art courses. In some comprehensive colleges, the school relies on the characteristics of professional, extensive development of human, art and other public curriculum education, such as the addition of Chinese art history, Chinese calligraphy, Chinese pottery, Western music, Western film appreciation and other courses, and set up local characteristics of culture and art courses, such as Henan Opera, Beijing Opera and other teaching courses, enhance the artistic quality of college students. Behind the prosperity and growth of public art education in colleges, deficiencies in education management have been gradually exposed, such as unreasonable structure of teaching staff, the need to enhance the professional quality of teachers, and insufficient investment in public art education. Therefore, it is of great importance to strengthen research on public art education management in colleges.

### **3.0 PROBLEMS IN THE MANAGEMENT OF PUBLIC ART EDUCATION IN HIGHER EDUCATION INSTITUTIONS**

#### **IMPERFECT ORGANIZATION AND MANAGEMENT**

In many colleges, the administration of public art education is not rigorous, and the administration system of public art education lacks reasonable and scientific ownership, which is in multiple management or disorderly management. At present, different universities have different opinions on public art education in colleges. With regard to institutional setup, the public art education institutions in most universities belong to secondary schools of humanities, art departments or administrative functional departments, teaching affairs offices, Youth League committees and trade unions. At present, China does not require existing practitioners to adopt management methods related to art education. Not only do relevant education departments less focus on art education management, but also universities and related departments less focus on art education management. Most universities do not have special management staff for art education management. Lead to higher vocational art education management is not standardized. Although art education develops rapidly in our country, only with the strong support of various departments can art education management in our country find the correct development path on the basis of reflecting the management law and following the artistic characteristics.

#### **THE CURRICULUM IS SINGLE**

The content of public art education course is various and disorganized, without forming a complete curriculum system, and without diversified vision and cultural vision. Most public art education courses are optional courses, general education elective courses or limited elective courses.

The curriculum is arbitrary, autonomous and blind, the selection of textbooks is very arbitrary,

the lack of uniform requirements, the teaching content is outdated and old-fashioned, there is no reasonable scientific composition, the teaching equipment is simple and the teaching form is simple and backward, the curriculum is determined by the teachers, there are many young teachers in the course, but the professors with academic attested achievements are basically not involved, and the evaluation mechanism of the course is lacking, only the course is set. Without seeking effect, public art education has become embellished education, as if it is nothing more than setting up some innocuous school-wide public elective courses. It is not conducive to the "regeneration" of teaching content, nor can it deepen students' artistic perception, teachers do not motivate students with their own self, students' autonomous consciousness is not enough, the lack of free atmosphere, and there is no new curriculum content. Students' artistic innovation is not enough, and they do not fully enjoy the charm of art. Even many public art education classes have become watching movies and listening to music, rarely as a key input to the discipline.

### **INSUFFICIENT TEACHING STAFF**

Excellent teachers can guarantee the execution of public art education courses. Now, there are a lot of issues in the administration of public art education teachers in colleges, including unreasonable age and educational structure of teachers, relatively few teachers with high education and high level, and some teachers' artistic and cultural literacy cannot meet the study demands of students. As a result, the art education curriculum lacks depth. In the introduction of teachers, universities generally focus on the artistic skills of teachers rather than the comprehensive artistic quality, and the public art teachers after the introduction are not valued, so many full-time public art teachers change jobs or become politicians. Under the conditions of market economy, some public art teachers take part-time jobs outside school and spend less time preparing lessons, leading to low teaching quality.

### **4.0 CONCLUSION**

In short, with regard to the current social need for high-quality talents, public art education in colleges, as a significant part of higher education, has been widely carried out in colleges, and has realized good educational results. On the basis of the existing achievements, the public art education in Chinese colleges has some issues, including imperfect management system, imperfect curriculum and weak teachers. The execution of public art education in colleges should be improved and optimized by improving the management organization, setting up fine courses, enriching practical activities and improving the teaching staff.

### **AUTHOR CONTRIBUTIONS**

Chang, Liu: Conceptualization, Methodology, Software, Writing-Original Draft Preparation; Software, Validation, Writing-Reviewing and Editing

### **CONFLICT OF INTEREST**

The manuscript has not been published elsewhere and is not considered by other journals. All authors have approved the review, conform to its submission and declare no conflict of interest

on the manuscript.

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