

The Important Significance of the Quality Assurance System of Higher Education to the Chinese Art Education

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Abstract: In recent years, the quality assurance activities of higher education are listed as the key education activities in various countries, and the study of its development law plays a very important role in the practice of higher education in China. This paper analyzes the quality assurance of higher education, combines its system and characteristics, and analyzes the significance of quality assurance of higher education in art education from the aspects of educational object, educational goal, evaluation method and resource utilization.

1. Introduction

With the development of The Times and the progress of science and technology, education, as an important way of reproduction, is constantly enriched. Among them, the guarantee of higher education quality is especially important. However, due to the economic and cultural constraints for a long time, the quality assurance system of higher education in China is still in the development stage, especially in art education. As an important discipline to improve the cultural quality of the whole people and cultivate the national cultural heritage, the educational quality assurance system in fine arts education is about to emerge, and the quality assurance system of higher education needs to be continuously explored and developed. In addition to the government guidance and the subject of colleges and universities themselves, the social subject can also effectively macro-control the evaluation link of art education in colleges and universities, which connects the education system and the education quality assurance system, and finally forms an effective closed loop.

2. The Introduction of the Two

2.1 Quality Assurance System of Higher Education

The original intention of higher education quality assurance system is to promote the development of colleges and universities and shorten the differences of college education system and educational resources. Including high quality classification, high quality supervision, high quality evaluation, its core is to dynamically adjust the difference between the educational system and the social culture ^[1]. Therefore, the construction of higher education quality assurance system is destined to be real-time, long-term, development and need to be treated by scientific spirit. Under the specific national conditions and background, the systematic evaluation of the existing university

education system is of great significance for promoting the richness of educational content, clarifying the demands of educational subject, establishing educational standard system, and delimiting meaningful educational activities ^[2].

The quality assurance system is driven by the economy. The higher the government's economic investment in colleges and universities, the more educational resources, and the more human and material resources are input, but this cannot be completely affirmed in the output of the education quality of colleges and universities. Affected by many factors, China's quality assurance system is still in the "merger of universities", "material enrichment", "name upgrade" and other aspects, and academic and innovation need to be developed.

2.2 Chinese Art Education

Fine arts is a diversified art. The wider its coverage, the higher the requirements for the teaching mode between teachers and students, and the higher the requirements for the education system. Traditional art education focuses on the exploration of techniques, however, this can no longer meet the aesthetic needs of students in the development of higher education.

What is important in art education is that teachers can really penetrate aesthetic appreciation into education, promote students' ability to discover and appreciate beauty, and then stimulate students' creativity in learning and practice, so as to realize the comprehensive development of students. At present, such a concept in the higher education in our country is not sufficient. In addition to educational views and education system, the macro-control role of social subjects is not obvious.

China has a large scale of higher education system, in the art category, fine arts education is a great proportion, in the fine arts mainly to cultivate schools, in addition to the "Central Academy of Fine Arts", "Academy of Arts & Design Tsinghua University", "LuXun Academy of Fine Arts" and other first-class fine arts colleges, there are also a large number of ordinary colleges and universities. In the minds of many students and their parents, these ordinary undergraduate and specialized fine arts colleges are just "academic signs", but "special methods" to obtain the name of higher education. The mainstream thought of the society does not think that the art education professional schools are to cultivate the art talents, but to obtain the corresponding degree. The formation of this point of view is indeed not groundless, but belongs to China's national conditions. Its formation and development are not only related to China's social economy and culture, but also related to the traditional thoughts of the Chinese people. We should not only try our best to guide the public's extreme thoughts on art education, but also focus on highlighting the art education and even has a higher quality education system.

3. The important Significance of the Quality Assurance System of Higher Education to the Chinese Art Education

In the development of The Times, people's attention to art education gradually deepens, and the adjustment of college enrollment policy also plays a great role in the increase of the number of fine arts students. The strong support of the government has expanded the scale of colleges and universities and expanded the number of art teachers. However, in the existing art education, teachers' understanding of the teaching system and the way of cultivating talents still need to be strengthened again. In the teaching system, students cannot combine their own learning with practice, cannot better adapt to social activities, this phenomenon is not conducive to the improvement of the university system ^[3].

In October 1998, UNESCO put forward the concept of multi-element teaching in Higher Education in the 21st Century: Outlook and Actions, indicating that some national education systems in the world have paid attention to the importance of quality assurance. The initial quality

assurance system focused on teaching equipment, teaching content, curriculum standards, education funds and other forms of problems, and was less involved in teaching evaluation, teaching feedback and other issues. Among them, the government's regulation is not too obvious, the social evaluation is still in the primary stage, and the layout system of key universities is still stagnant in the old stage. The main problem is that the factor model drive is very single. Considering China's national conditions and economic level, our educational quality assurance system should improve the efficiency of the intermediate links as much as possible under the normal output state to maximize the output power.

The most needed thing in the art education system is quality assurance, that is, the completeness of the whole system needs to be discussed repeatedly. Among them, although the public social ideology is at the end of teaching, it is the most representative significance for educational feedback. China is a country with a long history of art. In such an ancient civilization, the aesthetic level of the people directly represents the current level of art education. In the continuous improvement of the system, we should uphold the attitude of retaining and developing the national culture and history, conduct in-depth exploration of the function of higher education, and reasonably develop academic research reasonably. Of course, according to dialectics, everything is the unity of consciousness and material. In the construction of soft power, we also strive to create hard conditions, that is, increasing economic investment, screening and investment of more qualified teaching personnel, assessment and evaluation of students' professional level in various aspects, improvement of teaching equipment and teaching environment.

Although stability is the foundation of development, the construction of the system also starts from breaking the old tradition. We are still in development at this stage and may not need to deny it completely, but we should constantly think about the thinking of the innovation system. Recognize the differences between art education and art education in other countries, and recognize the differences between the quality assurance system of art education and the quality assurance system of art education in other countries. Only by breaking through the concept with new insights, can we find our own problems, break through our own obstacles, and form a high-quality university guarantee system in line with our national conditions.

Of course, the improvement of the institutional system does not equal to the formation of a unified standard. It is precisely because of the diversity of art categories in China that the diversity of our art education is created, and we are doomed to have multiple standards in the construction of high quality assurance system. Respecting the differences in different categories of systems and reasonable arrangement of depth and horizontal extension play a great role in the construction of diversified quality assurance system.

Taking the evaluation of art education as an example, it can be divided into three parts: social evaluation formation, student level evaluation and teacher level evaluation. Among them, the formation of social evaluation established the basic aesthetic level and the student level evaluation should not only be the test of ordinary techniques, but also extend to the aesthetic level and creation; besides the technical evaluation should also add the teaching evaluation of educational methods. The above three evaluation aspects are more three-dimensional, ranging from the traditional one-dimensional evaluation of "only evaluating students' techniques" to the three-dimensional evaluation of "social formation, student level and teacher level", so as to deeply play the positive guiding role of educational evaluation.

At present, the art education major in China focuses on the cultivation of specialized education, such as "oil painting", "ink painting", "fine brush painting", "sketch", and "sketch" differentiation, and try to arrange students to specialize in one school. In the initial stage, this cannot be incorrect, but for the overall structure of art education, it lacks a certain embodiment of creation and the innovation ability of combining different techniques, and finally forms the situation of "professional

depth and loss of horizontal connection". The first thing to solve this situation is the certification system of art education in colleges and universities in China. For example, the access standard is established in the project bidding, and the certification threshold of art education in colleges and universities should be expanded with rich connotation. Secondly, the overall evaluation system should be improved and the national comprehensive evaluation should be carried out in a certain period of time, and these evaluation standards should be made public through the media. The advantage of this is that the whole people can participate in the evaluation with the power of the media, which is not only conducive to improving the evaluation system of quality education in colleges and universities, but also to improve the aesthetic standards of the whole people.

4. Application of Quality Assurance System of Higher Education in Chinese Art Education

In theory, we understand that we must improve the hard power of colleges and universities by means of rich quality assurance system. In action, we are important to enhance students' practical ability and comprehensive creativity, which is the development requirements of The Times, but also in the local role in Chinese art education. Combined with the concept of scientific development, we should actively carry out educational exploration, refer to foreign standards and evaluation mechanisms, and gradually form a quality assurance system conforming to our Chinese art education at the present stage. Strive to combine in the quality assurance the combination of internal evaluation and external evaluation method, to the traditional concept of "self-evaluation" abandoned, attaches great importance to the school students for teaching concept (internal evaluation) and other colleges and universities, social subject evaluation of colleges and universities, both reference and comprehensive, form an objective evaluation.

4.1 Improvements in the Certification Standards

4.1.1 From Quantifying the Fragment Information to the Overall Information

At the present stage, most of the colleges and universities in China for the standards of art education certification only stay in the degree of access, only examining the data of running schools, teacher information and other aspects, and the certification method is only the form including self-evaluation and evaluation of certification institutions, and the connection from self-evaluation to the evaluation of certification institutions is not very complete. Moreover, the inspection of the school completion system is not complete, and the understanding of the education profession needs to be improved. In essence, the integrity of certification standards greatly affects the quality of education. China's art education certification is still stuck in the teaching environment, that is to say, and the certification standards of other cultural disciplines are basically the same, just some more professional evaluation, and did not fundamentally confirm the separate fine arts education certification system. In this case, breaking away from the original fragment art education quality certification system and moving towards a comprehensive information evaluation system can truly let the society understand art education and thus promote the development of art education.

4.1.2 From Unicity to Diversity

An important link in certification and evaluation is quantification. Quantification itself has been divorced from practical sensory evaluation. If multi-direction evaluation cannot be carried out, it is easy to lead to the abandonment of the education system with practical experience. It is precisely because of the high degree of freedom of art itself that our evaluation criteria need to be diversified, not only from a certain Angle. At the same time, for different colleges and universities, their education mode should also have some differences. In the certification method, they should seek

similarities while reserving differences, take into account these similarities and differences, and carry out multi-dimensional certification. There are three standards for certification, one is the certification of the teaching environment, the other is the certification of the level of students, and the third is the certification of the level of educators. At present, the evaluation of the level of students and educators is only a part of the evaluation of academic work, which simply emphasizes the theory and operation part, and has very little evaluation of the part of the connection between theory and practice and the part of the creation.

4.1.3 From Putting in Resources to Using Resources

In the previous certification system, although quantified the investment of resources, including investment funds, educational facilities, teaching environment and so on. For art education, educational facilities and teaching environment are indispensable. Of course, this does not refer to a simple accommodation environment, but more importantly, a good cultural atmosphere, so as to stimulate students' inspiration. For example, certification evaluation focuses on whether educational funding supports the creation of students, instructs faculty, establishes multidimensional aesthetic activities, etc., quantifies the creative activities of colleges and universities each year, and then belongs to quantitative evaluation of excellent works, real knowledge into education.

4.1.4 Increase the Quantitative Proportion of the Teaching System

All education is based on the education itself. In practice, I find that many schools do not necessarily have all the certification standards, but they are excellent in the teaching system and have a unique teaching style. In this case, we should increase the weight of the teaching system in the quantitative standard, so that these schools can be known to the public. Influenced by the uniqueness of art, many teachers with teaching ability do not necessarily have superb creative level, and some teachers have superb creative level but do not have enough teaching ability and teaching system organization ability. The teaching system of comprehensive certification colleges and universities can achieve high quality assurance more scientifically.

4.2 Improvement of the Organizational Structure

4.2.1 Evaluation of students' Quality

Students are the foundation of education, and the personal quality of students directly affects the overall quality of colleges and universities. In this respect, the admission standards of the United States are worth our learning and reference. In addition to the test of academic performance, it also comprehensively evaluates the social practice activities of the admission applicants, so as to understand the full quality of the students, and truly achieve the joint evaluation of morality, intelligence, physique, beauty, and labor. In terms of all directions, there is no unified standard for undergraduate admission in the United States, but for three aspects: SAT (academic ability test), ACT (college test scores), GPA (high school scores), and some comprehensive abilities (such as artistic talent, extracurricular scientific research achievements, etc.).

The entrance standards of fine arts majors in China only include the high school score test and the national unified examination (unified examination of fine arts). Some schools join the separate examination, but they only stay at the level of scores. The evaluation of comprehensive practical activities and creative ability is very few, which needs to be strengthened.

4.2.2 Evaluation of Teacher Quality

It should cover the following aspects: first, the professional recruitment plan in line with the teaching task; second, the national or international interview (including creative achievements and teaching tests); third, the school should conduct a comprehensive review of the teachers and issue the letter of appointment. In the case of sufficient education funds, the lifelong appointment system should be conducted for the teachers with academic contributions and work contributions, but the annual talent shaping or works and creation of the teachers should be considered. Although the quantitative method will destroy the pure creative concept to some extent, it can still play a certain guiding role in the current decoupling stage of "teaching and creation" [4].

4.2.3 Improvement of the School-Running Philosophy

Colleges and universities adhere to the values of academic quality assurance work, and tend to take the academic level as the standard to measure the quality of running schools [5]. As universities are places for studying and disseminating advanced knowledge, it is extremely important to cultivate first-class international talents, and to adhere to their unique educational philosophy and campus culture. Developing a unique campus culture, setting up its own school spirit, creating an innovative teaching system, and integrating the traditional social values into it to sublimate the development is an essential step to truly cultivate the educational concept of the socialist new era.

At present, the philosophy of the school of fine arts in China is still in the primary stage. Most of the enrolled students are to obtain the corresponding degree, rather than further study in related fields. This must have social factors, but it also exposes the lack of complete theoretical basis for our art school philosophy. We should take the actual innovation as the standard of running colleges and universities, might as well join the certification standards and social evaluation.

4.3 External Certification Body

In many cases, western countries equate the meaning of higher education certification and higher education quality assurance. Although the latter actually includes the former, the proportion of the former is indeed very large. According to the Accreditation Council for Higher Education (CHEEN), accreditation is the most important way to improve the quality of colleges, and it is a way to achieve both college self-management and external evaluation. Certification in the United States can be divided into college certification and professional certification in categories, and can be divided into national certification bodies and regional certification bodies in regions.

China's higher education certification is mainly the certification of government institutions, influenced by the shortcomings of government institutions in academic majors, the quality assurance of art education in China has a certain degree of shortcomings. The introduction of external evaluation mechanism is conducive to improving the crisis consciousness and competition consciousness of Chinese art education evaluation, so as to improve the quality of education as a whole. Its evaluation method can be borrowed from the school certification quantitative standards and internal evaluation methods.

5. Integration and Effective Use of Resources

5.1 The Application of Government Resources

The special form of higher education is not a [6] which is easy to understand by people accustomed to other social sectors, which leads to the tendency of exclusivity in the field of knowledge and autonomy in management. In the national conditions of government-led education

in China, the guarantee of high quality of art education in China is bound to need the support and guidance of the government, and the formation of government service, university innovation and social supervision is of great significance. Give full play to the subjective initiative of the government, give play to the independent innovation ability of colleges and universities, make full use of the role of social supervision, guarantee the high-quality construction of all majors, especially the creativity of art education. As an investor in higher education, the government should ensure the quality development of higher education through policies, laws and regulations, and standardize the education system through higher education certification.

5.2 Applications of the Media Resources

As a third-party force in higher education governance, the society can not only make proposals to the government, but also smoothly connect with the public. If the media can actively participate in the supervision of higher education, it has a strong complementary role in the quality assurance of higher education. Reasonable use of news media, TV advertisements, newspapers and magazines and other media, can well regulate the behavior of colleges and universities, at the same time is conducive to improve the participation of the whole people, for China to build into a high-quality scientific socialist country has great significance.

6. Conclusion

In decades of unremitting efforts, China has transformed from a "weak country" in modern history to a powerful economic and political country. However, in this case, China should pay more attention to the innovation of education system and the improvement of educational views. In order to realize the transformation from a big country to a powerful country in education, we need to focus on the quality of education, and the quality of education focuses on the improvement of the quality assurance system of higher education. Art education is a category of education. Art education directly lays the aesthetic foundation of the whole people, clarifies the basic situation of art education in China at the present stage, combines with the future development of education in China, and transforms from a one-dimensional guarantee system to a three-dimensional guarantee system. Maintain the cultural heritage of the whole nation, and further promote the popularization of aesthetic education for the whole people with the guarantee of quality assurance system. Establish operational procedures with clear standards, real-time monitoring and corresponding results. The orderly operation of the quality assurance mechanism of higher education requires the establishment of reasonable procedures, which is the necessary pillar of education quality assurance.

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