

Research on Curriculum Design of Public Art Education in Ordinary Colleges and Universities from the Perspective of Postmodern Media

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Abstract: Based on the perspective of postmodern media, this paper explores the research on the curriculum design of public art education in general colleges and universities. The research aims to innovate the content and form of public art education courses through the integrated application of postmodern media technology, so as to enhance students' aesthetic literacy and artistic innovation ability. Through case analysis, questionnaire survey and other methods, this paper analyzes the problems existing in the current public art education in colleges and universities, and puts forward corresponding curriculum design strategies, including introducing multiple art resources, strengthening interactive experience-based teaching, and constructing an interdisciplinary curriculum system. The research results show that the effective application of postmodern media technology in public art education can help enrich teaching methods, stimulate students' interest in learning, and improve teaching effectiveness.

1. Introduction

Postmodern ideas advocate that people should oppose a fixed authoritative text or artistic creation mode, aiming to guide people to establish multicultural values, and advocate the mutual integration and penetration of different races and different regional cultures. The design and realization of public art education courses in ordinary colleges and universities should be closely around the post-modern education concept. Teachers should guide students to master the knowledge of public art courses, and try to use a new perspective to view and judge the diversified art culture, so as to promote students to enjoy more equal public art education.

2. The basic connotation of the postmodern educational concept

2.1 Multidimensional cognitive perspective

Under the post-modern educational concept, students' cognition and understanding of external

things are all from multiple angles, and the reflection forms of external things in the human mind are also diversified^[1]. Post-modern concept into the field of art education focus is to respect students' individual differences in art learning, teachers only design and implement the diversity of students' personality differences, to meet the needs of students of different levels and levels, encourage students in their respective art creation field give full play to the innovation potential^[2-3].

2.2 Open and equal dialogue

The post-modern education concept is highlighted in openness, equality and inclusiveness. Teachers and educators are encouraged to improve the curriculum mode directly according to the actual social situation, reconstruct the educational concept closely around the real natural environment and human social situation, and adopt a more open psychological state to accept different regional cultures. Teachers should take the initiative to communicate with students in teaching activities and establish an equal dialogue mechanism between teachers and students. Therefore, from the perspective of post-modern ideas, the theoretical viewpoints and propositions put forward by teachers are not absolutely authoritative. Only by placing themselves in the environment of equal dialogue and common discussion can teachers and students effectively reflect on the existing deficiencies and consolidate the equal status between teachers and students.

2.3 Advocating reflection and criticism

The important manifestation of the integration of postmodern educational concepts into the field of education is to advocate criticism and reflection, especially in the process of developing art teaching. Under the vision of post-modern concept, the basic purpose of school education is to shape the excellent talents with all-round development. Teachers not only need to complete the course teaching tasks, but also guide students to broaden their cognitive horizons and pay attention to cultivating students' healthy emotions and scientific values. Teachers and students need to reflect on the shortcomings of teaching mode, adopt positive and effective thinking mode to improve, and improve the effectiveness of education from the source.

3. Training objectives of public art education courses in ordinary colleges and universities under the postmodern perspective

3.1 Cultivate students' artistic sensibility

"Artistic sensibility" is an essential artistic accomplishment of college students. College students are in the critical period of forming artistic perception ability. Only on the premise of full contact with public art course resources can students gradually perceive the artistic charm and form the emotional values of loving artistic creation. Specifically, in the teaching implementation of cultivating college students' artistic sensibility, it is necessary for teachers to guide students into the real and vivid artistic experience environment, and encourage students to take an objective attitude to evaluate the effect of artistic creation. For example, teachers use the teaching tools of financial media to show students a rich variety of artistic works, inspire students to actively evaluate the value of artistic creation, and promote students to better perceive music, art and other artistic elements^[4-6].

3.2 Cultivate students to understand, respect and tolerate the values of diverse culture

At present, with the in-depth development of network technology, the impact and penetration

trend of multiple values are increasingly obvious. On the premise of cultivating talents in the field of art, colleges and universities should advocate students to tolerate and respect the diverse culture, and break through the narrow and fixed thinking mode by implementing art course teaching. For example, in the implementation of music teaching and art teaching in colleges and universities, teachers should take the form of subject integration to guide students to break through the art boundary, and encourage students to take the initiative to contact a wider field of artistic creation. In the process of revising the courses and textbooks of art major, universities also need to highlight the value orientation of diversified art pattern, and promote college students to integrate into a strong atmosphere of art appreciation, know how to respect diverse art and understand the human emotions contained in art works.

3.3 Cultivate students' self-reflection and self-criticism consciousness

While exploring the knowledge, students should constantly strengthen their reflection, and the purpose of art education in colleges and universities should focus on cultivating the consciousness of reflection. It is necessary for teachers to guide students to reflect on the deficiencies in the study of art courses, inspire students to improve the overall idea of art appreciation, and adopt feasible teaching programs to encourage students to make continuous progress. For example, in the course teaching of music and art in colleges and universities, teachers should guide students to reflect by issuing evaluation forms and other forms, inspire students to clarify the learning clues of course knowledge, and pay attention to cultivating college students' artistic innovation accomplishment on the basis of continuous reflection.

The following table 1 is the assessment elements and evaluation indicators of public art education courses in ordinary colleges and universities:

Table 1: Design of assessment elements and evaluation indicators of public art education courses in ordinary colleges and universities

Course serial number	Assessment project	concrete content	Score ratio
1	Written test	Written homework	25%
2	Independent learning program	Study group discussion	45%
3	Test at ordinary times	Score editing and modeling results	30%

4. The design elements of public art education in ordinary universities in the postmodern perspective

4.1 Detailed combing of the teaching materials

The public art curriculum textbooks of ordinary colleges and universities have rich theoretical connotation and practical connotation, so the curriculum teachers of colleges and universities should explore the connotation of the curriculum textbooks together with the students. In the process of analyzing and improving the arrangement of professional teaching materials, the teachers of public art courses in colleges and universities should accurately grasp and fully understand the clues of the teaching material outline, and at the same time break through the fixed teaching ideas of art creation courses, and strive to focus the teaching focus of public art courses on the field of art appreciation and art creation. Such as a ordinary colleges and universities long focus on characteristic of public art curriculum arrangement and production, university managers require

public art course professional teachers to lead students to complete art appreciation task, and construct the dynamic melt media classroom situation to enhance art attraction effect, encourage students to actively participate in the art creation process. Colleges and universities should focus on the formulation of more abundant teaching material arrangement plans, focusing on the logical clues of the arrangement of public art curriculum teaching materials, and adjust the content and structure of the teaching material arrangement around the creation needs and appreciation objectives of public art. It is necessary for colleges and universities to combine the teaching content and teaching methods of public art courses to reasonably improve and change the order of knowledge points in the public art courses. On the basis of the framework system of teaching material knowledge, university teachers should advocate students to explore and explore the practical guiding significance of teaching material cases.

4.2 Accurately determine the targets

The most important premise for the construction of the curriculum system of public art education in ordinary colleges and universities is to clarify the course teaching objectives. To be specific, the focus of public art courses in colleges and universities is to enhance students' artistic appreciation ability, and ensure that students can flexibly use the knowledge while mastering the basic knowledge they have learned, so as to better adapt to the development and change of diversified artistic creation situation. When designing the teaching objectives, ordinary colleges and universities should respect the multicultural differences of public art courses, and improve the curriculum system centering on the concept of cultivating practical and compound talents. Innovation goal of public art course design, should be built as the fundamental premise of public art education courses, perfect and reasonable teaching goal design should ensure that students accurately grasp the professional knowledge of public art courses, at the same time need students have good artistic innovation accomplishment, when appreciation of art can accurately point out the art form, historical and cultural background and emotional motivation factors.

4.3 Closely revolve around the demand

Ordinary colleges and universities need to accurately judge the actual needs of students and the motivation of artistic creation, so as to optimize the curriculum design scheme of public art under the premise of comprehensively controlling students' needs. For example, the "new generation" of college students are good at using the network to assist in the implementation of artistic creation, and such students show a strong good impression on the new things of network information. To strengthen the transformation of public art education courses, the key is to adopt the idea of teaching students according to their aptitude to guide the improvement of curriculum design. Curriculum teachers in colleges and universities should take preliminary research and other measures to grasp students' actual needs for artistic creation, actively focus on broadening the space for students' growth and development, and transform the public art classroom into a stage for students to create art freely.

The following figure 1 shows the survey results of teachers on whether students have used the public art design information technology platform:

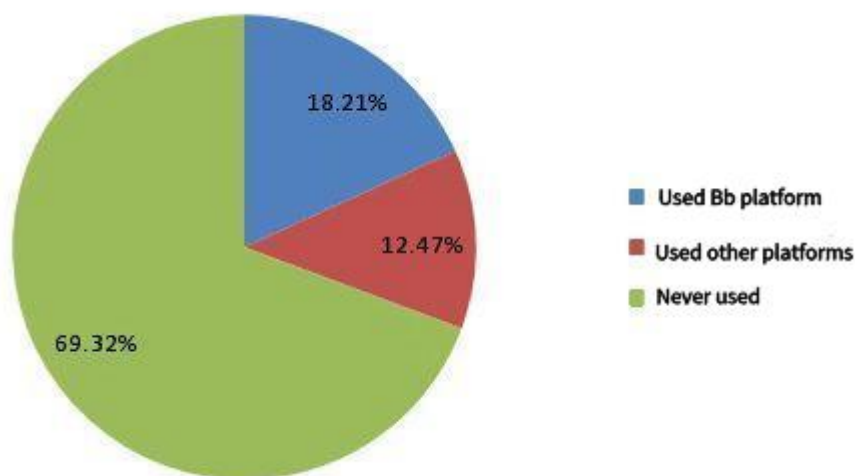


Figure 1: Research results of whether college students have used the information technology platform to assist in art creation

5. The public art education curriculum design of ordinary universities in the postmodern view is perfect

Under the trend of further promoting the transformation of public art education courses, it is necessary for colleges and universities to focus on the optimization and adjustment of curriculum design scheme and focus on the establishment of double-qualified quality teaching team. The key to the design and adjustment of public art education courses is to integrate network teaching resources, meet the changing needs of students by optimizing the allocation and integrating the use of online teaching resources in ordinary universities, and encourage students to make full use of online resources to assist art creation. Specifically, in the design concept of improving and innovating the public art education curriculum, the curriculum design mode from the post-modern perspective should highlight the following key points:

5.1 Focus on creating high-quality courses

The foothold of creating high-quality courses is to give full play to the demonstration value of public art courses around the creation and development needs of public art. To highlight the innovation and practice orientation of comprehensively building the online quality courses of university public art courses, ordinary colleges and universities should fully improve the curriculum design in combination with the needs of The Times and the development trend of the industry, so as to form a high-quality curriculum system in the field of public art education. University administrators and university teachers need to take more effective measures to build innovative teaching programs of public art courses, so as to ensure that students can deeply understand the theoretical knowledge points of artistic creation and artistic appreciation on the basis of integrating into the artistic creation atmosphere, so as to meet the needs of diversified and open artistic creation.

For example, in the practice of creating a high-quality curriculum system for college art courses, the key is to introduce post-modern educational concepts and encourage students to create freely on the premise of respecting students' individual differences. Ordinary colleges and universities should actively introduce traditional art forms such as ceramic art, and at the same time combine the

diversified forms of modern art. It is necessary for teachers to encourage students to choose the corresponding artistic creation fields according to their own preferences and needs. College teachers should also actively participate in practical activities such as demonstration course display, highlight the appeal and expression of fine art courses in ordinary colleges and universities, and strengthen the brand effect of public art education courses in ordinary colleges and universities.

As shown in the figure 2, the integration of network resources to create high-quality courses for colleges and universities:



Figure 2: The integration mode of network resources in the high-quality course system of colleges and universities

5.2 Promote the improvement of teacher quality

The double-qualified teaching team has good theoretical accomplishment and practical ability, which can continuously promote the teaching quality of public art courses in colleges and universities. Under this premise, the management personnel of ordinary colleges and universities should pay attention to the training and absorption of teachers through multiple channels, and also pay attention to the innovation of teacher training mode of network information. The administrators of ordinary colleges and universities should make more efforts to encourage young teachers in the field of public art to break through the traditional business boundary, and transform the teaching research results into curriculum design schemes on the basis of focusing on academic research and artistic innovation.

For example, in the innovation of public art curriculum mode in "ceramic art appreciation", the key is to reasonably change the composition of public art curriculum in universities, attach importance to encouraging and introducing high-quality teachers with good business ability and innovative potential, and support teachers to carry out online communication and other practical activities. Managers of ordinary colleges and universities should make use of online communication platforms to effectively promote the sharing of art curriculum design resources among college teachers, and fully rely on high-quality teachers to promote the design and improvement of public art courses.

5.3 Build a school-enterprise cooperation platform

Only when the design and implementation of public art courses keep up with the changes in the market situation and the employment market, can the significance of public art courses in promoting students' entrepreneurship and employment be demonstrated. At present, it is necessary for ordinary colleges and universities to further promote the resource sharing between universities and enterprises, and realize it by building a supporting platform for school-enterprise cooperation.

Managers should combine the actual situation of public art courses design and teaching in universities, and reasonably increase the proportion of practical training courses for students in all grades, so as to promote students to better feel the strong cultural and creative atmosphere in enterprises.

For example, in the implementation of school-enterprise cooperation in college animation majors, ordinary university teachers should often lead students to practical training and teaching places, encourage students to visit and experience the enterprise cultural and creative environment, and cultivate students' ability to create diverse works of art according to the aesthetic needs of the public. Ordinary colleges and universities should continue to consolidate and enrich the infrastructure resources in the field of art creation teaching, adopt practical curriculum reform measures to improve the curriculum training platform of public art courses in colleges and universities, and enhance the implementation of school-enterprise cooperation and joint education.

As shown in the figure 3, the process to build a plan for school-enterprise collaborative education involves several steps.

Content area	
Course	Homework
Table	External links
Course document	

Curriculum tool	
Inform	Digital transceiver box
Course schedule	Glossary manager
Staff information	Information
Assignment	program objective
Send e-mail	Blackboard Scholar
Discussion board	Self test and peer test
Cooperation	SafeAssign

Course options	
Management Course menu	Course duplication
curriculum design	Import course material
management tool	Import packet
Setting	Export course

Figure 3: Construction of practical training course system for collaborative education between universities and enterprises

5.4 Integrate online and offline resources

The online teaching resources of public art education courses are concentrated in the network teaching resources. Ordinary universities integrate online and offline curriculum resources by adopting active and feasible curriculum design schemes, which strongly supports the mutual penetration of online teaching and offline teaching in colleges and universities, and constructs an integrated guarantee mechanism of public art education. In view of public art education courses, ordinary colleges and universities should constantly strengthen the use of network information course platform, innovate and introduce information technology forms to promote students to better experience the appeal of artistic creation, and construct a dynamic and intuitive art creation model. In addition, teachers and students of ordinary colleges and universities should enhance online information communication in the teaching implementation of public art courses. Teachers should advocate students to use WeChat platform to provide valuable suggestions on curriculum design and

improvement, so as to create an equal and open communication environment between teachers and students from a post-modern perspective. Educators advocate students to establish the value concept of respecting multicultural, and cultivate students' ability to use online resources to assist learning.

For example, in the course design of "Intangible Cultural Heritage and lacquer art culture" in ordinary colleges and universities, university administrators and university teachers should take a close cooperation approach to focus on the introduction of PBL and teaching method. Teachers should adopt novel forms and practices in the course teaching of intangible cultural heritage appreciation, and guide students to use the auxiliary technology means of artificial intelligence to collect course-related materials on the basis of group cooperation, so as to form problem-solving skills and the ability of independent learning. Teachers should stimulate students' interest in exploring intangible cultural heritage. Teachers and students should strengthen classroom communication and communication, place students in the classroom subject position, and adopt vivid, intuitive and three-dimensional media teaching tools to deepen students' impression of course learning.

The following table 2 is the course design module of "Intangible Cultural Heritage and lacquer Art Culture" in the public art education course of ordinary universities:

Table 2: The course module division of "Intangible Cultural Heritage and lacquer Art Culture" in the public art education courses in ordinary colleges and universities

Curriculum module design	Core teaching content	Teaching material knowledge points	Teaching design theme
Appreciation of ancient cultural relics	Financial media to demonstrate the ancient cultural relics	Analysis of the appearance, modeling and color collocation of the unearthed cultural relics	Cultural relics appreciation
Inheritance of intangible cultural heritage	Comprehensive analysis was conducted based on relevant reports and short videos	The connotation, practical significance and path of non-genetic inheritance	Intangible cultural heritage
Analysis of the origin and evolution process of lacquer art culture	Combined with the teaching material knowledge to expand the thinking and association	"To independently explore the origin of lacquer art culture"	Historical evolution

6. Conclusion

To sum up, the design and realization of public art education courses in ordinary colleges and universities should be based on the support of post-modern education concepts, and permeate the post-modern education concepts into the whole process of implementing public art course teaching in colleges and universities. In recent years, colleges and universities have taken practical curriculum reform measures to change the traditional teaching form, and master the internal needs of college students for public art education through the implementation of preliminary research, so as a scientific support to improve the improvement of public art curriculum design mode in colleges and universities. Specifically, in the process of improving the curriculum design mode of public art

education, ordinary colleges and universities still need to closely focus on the "post-modern concept" to enrich the connotation of art curriculum, advocate students to adopt a more free and open attitude to view artistic creation, and cultivate students' good artistic accomplishment and professional spirit.

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