

Study on the Art Education in Normal University based on Visual Culture Context

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Abstract: art education is the main channel to improve the sound personality and aesthetic ability of art students in normal universities, and also a significant way to promote all-round development of their comprehensive quality. Therefore, based on visual culture context, this paper clarifies the evolution of art education and teaching strategies, explores the basic functions and characteristics of art education in normal universities in the context of visual culture, and further identifies the main problems and demands in art education and puts forward the specific paths for art education in normal universities.

1. Introduction

Visual culture has sprung up in China since the 1990s. Such trend of visual culture emerged in the field of domestic education and culture has gradually integrated with the art education system, thus flourishing in the field of art education. Some domestic scholars believed that with respect of visual culture art education, visual culture education is the main achievement of the transition from modern education to post-modern education, and the core product of the reform and development of visual culture and modern art education in present educational environment. As the continuous expansion of art education reform in normal universities, there is an increasingly fierce debate in education on how to balance “skill education” and “human education”. With the infiltration of visual culture, some art colleges and universities only concentrates on “skill education” from the surface demand of visual culture, while ignoring the demand for “human education” behind the development of visual culture, and leading to a deviation between the development of art education major and the reform policy advocated by the Ministry of Education. In addition, the uneven independence of the curriculum system of art education major in normal universities and the formalization of education are the main factors affecting the “human education” of art education major in normal universities. It is noted that the “skill education” and “human education” of art education major in normal universities should be scientifically balanced in accordance with the actual development demand of visual culture. We should formulate constructive and development suggestions for the educational concept of present art education major through adhering to the core concept of its future development and basic demand of educational reform.

2. Evolution rules of art education and teaching strategies in the context of visual culture

As the vigorous development of network, new media and visual interaction technologies, visual culture is closely connected with every aspects of human life. In realities, traditional media such as TV advertisements, roadside posters, newspaper publications and the new media such as Sina micro-blog, WeChat official account, and short video platform are interacting with human more and more frequently, signifying the change of human culture form and communication channel, and also the advent of the visual culture era.

Visual culture is a three-dimensional cultural form emphasizing multi-level and all-round. Although there are great differences in the research conclusions of visual culture between domestic scholars, the

basic research focuses on the macro and micro aspects. In the macro aspect, most scholars argue that the basic meaning of visual culture is a basic cultural form of spreading culture by virtue of visual channels. In the micro aspect, its basic meaning can be summarized as a specific form of visual culture under a single visual channel. Compared with the basic form of traditional culture, visual culture centers on the vision and highlights the composition of “three-dimensional”, which is largely different from the traditional culture of single form and single level, and such difference is also reflected in the field of culture and art. In daily life, visual culture has changed people’s basic habits, fixed places and basic media of obtaining information, and broken away from the restrictions of fixed space and time of traditional culture form, so that traditional culture can spread rapidly with the aid of visual culture. Taking traditional artistic works for an example, people usually would go to museums, art exhibitions and other places when they want to appreciate such works. However, nowadays, as the prosperity of visual culture form, people are able to appreciate traditional artistic works by virtue of various information channels. At present, the development of visual art makes the information obtained by people gradually lose its “true quality”. It is difficult to truly understand it by virtue of surface visual culture due to the highly developed processing technology of visual culture. Most things have gradually separated from their original appearance under such processing. Therefore, the concept of “visual culture” has aptly described such “skill education” oriented problems of art education major in normal universities under the visual culture-dominated environment.

With the increasing influence of network in the present culture era, visual culture gradually affects the development of present art education and expands the main educational channels of traditional art education, thus leading to the emergence of visual culture art education. Western scholar Duncan stated that the concept that art is independent of the basic differentiation form of individual or media has basically disappeared, as a result, the advantages of art as a unique field has also long disappeared. In essence, there is no difference between the present art and common way of communication, and the only difference lies in its expansibility.^① In essence, the art education in the context of visual culture has more social atmosphere than traditional art education, and pays more attention to art works itself and their potential social significance. It mainly aims to guide teachers and students to aware of the importance of visual culture in today’s society, and its important role in the interaction of human social life in the process of learning and applying visual culture.^②

At present, most of the students majoring in art education in normal universities are born after 1995, or even after 2000. Their life is inseparable from the network. Therefore, the young group has a strong perception of visual culture. The transmission range and breadth of visual images have stepped to a new level as the rapid development of visual technology. In the context of highly developed visual images, young people are more comfortable with the application of various visual information collection equipment and visual terminal equipment. It is not difficult to apply the received visual culture information to the unique expression form of young people. New technologies and new media are the core channels to spread visual culture, and the new media and methods to greatly broaden art creation.

After China’s education has entered into the era of all-round development of comprehensive quality, the basic educational objectives of educational units at all levels have changed fundamentally, so did the core direction of knowledge education. Accordingly, with respect to the basic characteristics, social demand and educational relations of art discipline, experts and scholars in art education summarized five core qualities of art discipline education, including visual identification, cultural understanding, art demonstration, innovative practice and aesthetic identification. This research plays a significant role in the development of educational concept of domestic art discipline and provides guidance for the cultivation of core quality of students majoring in art education in normal universities, improving the learning pertinence of students and making art education students in normal universities have certain adaptability in the context of visual culture.

In terms of the reform of art education, there is a certain commonality between visual cultural art education and traditional art education. Therefore, there is definitely an overlap between visual culture and core quality of art. The visual culture context in art education can be roughly divided into three

categories, including visual thinking, visual learning and visual communication. In practical application, it includes the acquisition and collection of image information, the conception and innovation of visual image, the transmission of image data and the application of visual image.

In 2005, the Ministry of Education issued the *Guiding Plan for the Curriculum of Fine Arts (Teacher Education) Undergraduates of Colleges (Trial)*, putting the reform of art education major in normal universities on the right track. With the improvement of the content of *Art Curriculum Standard* year by year, art education in the stage of compulsory education puts forward new requirements for the dynamic integration of visual culture and humanistic quality. In terms of humanistic quality training, the art curriculum of compulsory education requires in-depth appreciation of classic art works, taking into account the social and historical background of works and also guiding students to experience the humanistic spirit contained in such works of various periods. In addition, affected by visual culture and visual art, art in the stage of compulsory education has gradually formed a fuller and three-dimension humanistic background. Taking into account both visual culture and humanistic quality training is the future development direction of contemporary art education. Its core content requires to concentrate on the art, realized the integration and optimization of interdisciplinary and cross media, and help students experience the characteristics of the times and humanistic feelings. Therefore, students majoring in art education in normal universities should follow the requirements of art education in the current stage of compulsory education and build a two-development concept of “skill education” and “human education”.

While the reform of basic art education is promoted by the new curriculum reform policy, art education in normal universities shall also need to be reformed. Art education major in normal universities requires take into account the visual thinking, aesthetic experience and individual innovation, thus has a high requirement for students’ comprehensive quality. In terms of art education in normal universities, students of such major are the main part and executor of art system reform in the stage of compulsory education in the future. “Exquisite skills” and “high quality” are the necessary qualities of art education reform talents in this stage. Therefore, the teaching of art education major in normal universities should not only highlight the training of traditional art skills to achieve “exquisite skills”, but also concentrate on the comprehensive quality training of art education students in the context of visual culture, such as how to appreciate, read, think and summarize, so as to realize “high quality”. Through in-depth training in the context of visual culture, students majoring in art education in normal universities should not only master the basic theoretical knowledge related to art education and improve their professional skills, but also form a diversified cognitive system while absorbing the cultural connotation of art works, and be good at explaining the outstanding points of the current social environment in various art forms, so as to have a certain ability of inspection and identification.

3. Basic functions and characteristics of art education in normal universities in the context of visual culture

At the beginning of the last century, Cai Yuanpei pointed out the role of art education in modern education system, believing that both science and art education are the ladder of the progress of Chinese national culture and play a significant role in maintaining the uniqueness and strengthening the integrity of Chinese national culture. In terms of the educational function of art, there are a large number of researches on the human education of art at home. Zeng Xianwen argued that art drives from people’s understanding and cognition of beauty, plays a significant guiding role in education, and thus is able to shape aesthetic values and improve comprehensive quality and innovative consciousness. One can fully appreciate the charm of artistic works in the context of visual culture, and also the cultural connotation and artistic accomplishment of their substitutes.^③ Ai Zhongxin argued that the good aesthetic sentiment is essential to be unique in contemporary art. Therefore, it is necessary to strengthen the aesthetic education of college students and provide daily assistance for them by virtue of correct values and aesthetic ideas.^④ Zhao Shiyu believed that fully using the

aesthetic education function of art education plays a significant role in improving students' perception and appreciation.^⑤

In the 1980s, basic education began to sprout in China. The art education during this period did emphasize the training of creativity, but took art appreciation and aesthetic training as the only primary work. After decades of development and exploration, the domestic basic art education has been gradually put on the right track, and the spiritual and cultural training of students has been systematized, which are specifically reflected in the following two aspects. The first is to improve students' appreciation and analysis of art in the course of life or study. Painting skills training is the basic part of art education, in which color and structure are the key part of basic art education. Therefore, cognitive construction of color and structure is conducive to improve students' observation, understanding, analysis and other abilities in the process of appreciating works, so as to help them form a complete art cognitive system and develop a unique insight into various artistic problems in daily life or learning. Art provides a main channel for people to vent emotions and deepen emotional experience, and a main way for them to understand the cultural diversity around the world in a limited activity space. Art education not only promotes the cultivation of students' aesthetic quality, but also facilitates the mass cultivation of students' moral accomplishment by virtue of their "conformity". The second is to improve students' thinking innovation. It was found in practice that the over simplification of higher education had failed to facilitate the targeted potential improvement, and hindered the cultivation of individual comprehensive quality. Although the subjective emphasis was to achieve a balanced development of morality, intelligence, physique and labor in the early implementation of compulsory education, education units at all levels have always put intellectual education in the first place and ignored the cultivation of students' comprehensive quality, leading to a low level of overall artistic accomplishment of new art students in normal universities. The complete art education enables students to make correct judgement on all kinds of problems encountered by virtue of their own value system, so as to break down the limitations of inherent concepts and truly apply innovative thinking to real life. Both the requirements of art education reform for students and the rapidly changing social environment have manifested the significance of innovative thinking in the current era.

As the core content of modern higher art education, higher art education plays a significant role in the talents training of basic art education in China. Therefore, on the basis of carrying out the basic functions of higher art education, we should constantly pay attention to its own characteristics so as to facilitate the comprehensive quality training of art students, which can be conducted from the following aspects. The first is to focus on the popular art education. Normal education major is a kind of art education major emphasizing the popularization of art education. It primarily concentrates on the quality education and is the core way to promote the cultivation of students' comprehensive quality at present. The objective of higher art education is not to teach the basic theoretical content for art students, but to build up a complete aesthetic system for students while improving their aesthetic ability. The second is to highlight the application of art education. The teaching content of art education major in normal universities has certain universality, requiring less basic content compared with other professional disciplines and mostly based on the art curriculum standard in the stage of compulsory education. The third is to highlight the uniqueness of art education. In terms of teaching objectives, there is a fundamental difference between art education in normal universities and traditional art colleges. The latter aims to improve students' professional art abilities, while the former highlights the improvement of popular education of basic art knowledge. Therefore, by contrast, the former pays more attention to the individualized education of art students, which is not only conducive to their professional learning and achievement, but also the implementation of individualized education by art students in their teaching career.

4. The main problems and professional requirements of art education in normal universities

Although with respect of its core element, art education in normal universities is a kind of art education emphasizing the educational orientation, there are various connection problems in the actual implementation.

4.1 Unbalanced curriculum structure

In 2005, the *Guiding Plan for the Curriculum of Fine Arts (Teacher Education) Undergraduates of Colleges (Trial)* was issued, requiring that the teaching content of art teachers education shall be oriented to the broad basic art education and social art educational talents, so as to facilitate the all-round quality development of art students, making them have a solid theoretical knowledge of art pedagogy and professional skills, certain innovative consciousness and ability, and the ability to conduct researches in related teaching field.

Admittedly, the teaching objective of art education major in normal universities is not to cultivate outstanding talents, but to provide more professional educational talents for the current art education. As the main source of excellent teachers, normal colleges should concentrate on “normal education”, implementing that in daily education system, teaching content and activities. In terms of the curriculum structure of art education major in domestic normal universities, its structural planning is no different from that of conventional art colleges and universities, not taking into account the impact of visual culture context on the educational environment, and only appropriately simplifying the educational curriculum of art colleges and adding basic educational courses. Therefore, in the context of visual culture, some art education majors in normal universities in China showed the problem of unbalanced curriculum structure, which has further affected the cultivation of professional art education talents. In accordance with relevant researches, among the curriculum proportion of art education major in normal universities, the curriculum of art professional skills accounts for more than half of the total curriculum number, while the normal professional curriculum accounts for around 40% of the total, among which core normal curriculum such as psychology, modern education technology and fundamentals of pedagogy account for one tenth of the total.^⑥ Apparently, the excessive concern on “skill education” while ignoring “human education” is the main reason for the “unbalance” of art education major in normal universities. At present, most of the basic education courses in domestic normal art colleges are taught by public course teachers whose professional background and academic accomplishment are largely different from those of art education major in normal universities and difficult to meet the basic requirements for the cultivation of art students in normal universities.

The basic development of art education major in domestic normal universities shows that due to the unbalanced teaching structure and “non professional” teaching team, it is difficult for some normal art colleges to achieve a professional teaching transformation. Therefore, the education and teaching mode of domestic normal art colleges is similar to that of professional art colleges, having not formed a normal teaching mode that takes into account both “skill education” and “human education”.^⑦

4.2 Poor connection between theoretical knowledge and practical application

With the deepening of curriculum reform of basic education, the requirements for art teachers engaged in basic education are becoming higher and higher. Nevertheless, comparing the art (teacher education) undergraduate curriculum system of ordinary universities with the teacher demand of basic art education, it is found that basic art education needs teachers with broad art skills while the current professional skill courses of art teacher education overemphasizes the directionality.^⑧ The high-quality educators specialized in a single field are not qualified for the development needs of their later educational career.

In addition, the education and teaching mode of art education major in domestic normal universities usually consists of three parts, including “professional learning”, “professional teaching” and “professional practice”. In terms of the first part, sketch, printmaking, color and landscape painting are the key contents of art technical teaching and skill training. However, the overall teaching process emphasizes form and ignores the integration and infiltration of technical knowledge. With respect of the second part, although the teaching concept and techniques would be explained and analyzed in the overall teaching process, the contents has been divorced from the macro background of basic art education in the context of visual language, leading to a poor applicability. It is shown that the current teaching mode adopted by art education major in domestic normal universities easily gives rise to a

poor connection between theoretical knowledge and practical application by students. In fact, although many art students have a lot of skills, they fail to live up to their talents after becoming a teacher.

4.3 Weak practical teaching system

Theoretically, the practical teaching system of art education major in normal universities is the key step to cultivate “art teachers” and the main channel to help students establish professional consciousness in their later teacher career. However, as the key content of art teaching, such system fails to play its role as expected due to multiple reasons such as teaching allocation, teaching system arrangement and teaching planning of colleges. Furthermore, affected by the weak practical teaching system, art students would often fail to fulfil the scheduled teaching tasks due to lack of practical experience in the process of practical teaching in the classroom, resulting in problems in the foundation of basic art education system.

4.4 Requirements of art education major in normal universities

In 2019, the Ministry of Education issued the *Opinions on Strengthening Art Education of Colleges in the New Era* in respect of the human education in domestic colleges, pointing out that art education of colleges should take “highlighting the characteristics of normal education” as the basic teaching task of normal art major in colleges, clarify the overall teaching idea and basic teaching regulations of art education major in normal universities and conscientiously carry out them in every teaching stages.

4.4.1 Setting practical teaching objectives for art major in normal universities

Teaching objectives would provide a significant reference for curriculum, teaching and practice planning of normal art colleges. The teaching objective of such colleges is to cultivate a group of art teachers with profound educational and teaching skills, rather than professional art talents with outstanding contributions in the realm of art. In the meanwhile, art education major in normal universities should not solely target on students group, and expand to the whole teachers group engaged in basic art education. ^④ In the context of such teaching objective, art education major in normal universities should properly deal with the relationship between among basic education, professional skill education and professional practice, and scientifically construct a trinitized integrated teaching system of theoretical teaching, social activities and professional practice. Under the combined effect of basic art teaching reform and visual cultural infiltration, we should combine the teaching concept of art education in primary and secondary schools with the professional contents of art education in normal universities, and abandon the “closed” education mode of professional art colleges through endeavoring to combine the basic content of visual culture and basic education curriculum reform so as to facilitate the diversification and integration of teaching content. We should earnestly implement the concept of “normal education” and stick to cultivating the high-quality basic art educators who have complete teaching concept, solid teaching skills, the courage to exploration and innovation, and the diligence to research.

4.4.2 Strengthening the skill and human education of art education major in normal universities

The ultimate goal of education and teaching is to spread knowledge through practice. Therefore, the poor teaching ability of students majoring in art education in normal universities has fully exposed the defects of professional skill training of students majoring in art education in normal universities. For the purpose of cultivating excellent teachers who meet the needs of contemporary basic art education in the context of visual culture, we hereby should adopt the “disciplinary-relevant” teaching method to realize the mutual development of “skill education” and “human education”. There are certain differences between the teaching demands of art education major in normal universities and a discipline of single category. Art education major in normal universities should actively integrate the core concepts of visual culture and basic education reform, highlighting the “visuality”, “humanity” and “practicality” and meanwhile ensuring the interestingness of course content so as to cultivate the education and teaching ability of teachers and students. In addition to the professional art course teaching, we should also take into account the teaching demands of “human education”, and add basic language teaching subjects such as Mandarin Chinese and oral expression, and various professional skill training subjects related to basic art education, such as font and literal expression training,

teaching planning and teaching reform. Significantly, the integrity and comprehensiveness of daily teaching skill training should be ensured, which specifically includes teaching design, multimedia teaching, multi-type activity planning and educational researches. Based on the above skill and human teaching contents, we are able to achieve a balanced development between “skill education” and “human education” of art education in normal universities.

4.4.3 Building channels for improving the professional quality of art teachers

Teachers’ quality is a comprehensive embodiment of their knowledge level, creativity of teaching situation, personal beliefs and other abilities, which can be achieved through scientific and serious teacher education on the basis of excellent basic quality. Art education major in normal universities is the main channel to cultivate the outstanding basic quality of art teachers, plays a significant role in their future career development, is the basic content to improve the professional quality of basic art teachers and of great significance to the reform and development of basic art education in the context of visual culture. Therefore, the curriculum system of art education major in normal universities should include moral education, professional belongingness, professional vision and feelings education of teachers, so as to provide a broad development platform for the professional quality training of art teachers in the later stage.

5. Specific path of human education of art education in normal universities

In order to achieve a balanced development between “skill education” and “human education” of art education major in normal universities in the context of visual culture and implement the cultivation of art students’ accomplishment and skill as teachers, we should re-plan the “top-level design” of teaching mode in normal art colleges, carry out in-depth exploration in teaching content, professional training, professional practice and other aspects, and facilitate the implementation of the training mode of normal art colleges from different perspectives.

5.1 Establishing and improving the art curriculum system of normal universities

Establishing and improving curriculum system is a significant basis for carrying out the teaching reform by normal art education colleges in the context of visual culture. For the purpose of implementing the “human education” of art education major in normal universities, it is necessary to readjust the curriculum proportion of such major, and establish and improve the art education curriculum system of normal universities, which mainly includes the following aspects. Firstly, the professional courses should be re-planned into basic and elective courses, and the overall proportion of education courses should be reasonably allocated. In terms of practical experience, the overall theoretical framework of art education major in normal universities is primarily based on the current basic pedagogy, psychology and didactics, failing to meet the teaching demand of art teachers under the basic art education reform in the new era due to the oversimplified overall content system. This shows that art education major in normal universities should reasonably allocate the proportion of educational courses, and meanwhile establish and improve the differentiation of educational curriculum system, and broaden the content of curriculum system. For instance, in accordance with their own teaching plan and local visual culture development, normal art colleges in different regions should arrange the basic and key curriculum of art major in order of importance, setting the basic educational curriculum such as pedagogy, psychology and didactics as the required course, and selective curriculum as the supplement and expansion to basic subjects. When designing the curriculum content of these two categories, we should refine the subjects for different courses, for instance, the content planning of educational curriculum should include subjects such as modern pedagogy theory, education measurement and evaluation, pedagogy and class work, and the pedagogy content should include educational research of primary and secondary schools, and research and practice of teaching methods.

Secondly, we should carry out art exchange and develop practical curriculum in the context of visual culture to improve the overall quality of teachers. Art education major in normal universities should emphasize the research on internal relationship between theoretical knowledge and ability

cultivation of art students, reasonably construct the teaching scheme to improve the ability of students majoring in art education in normal universities in combination with teaching practice, and constantly improve the educational curriculum system of normal art colleges based on relevant survey data. Normal art colleges can regularly organize sketch activities and artistic works exhibitions for professional students to improve their practical creativity, organize various art practical activities to improve art students' appreciation ability, employ and invite art masters and education experts to give speeches at the school so as to improve art students' thinking ability, and improve their professional accomplishment by virtue of online expert teaching and observation.

5.2 Constructing an integrated mechanism of “skill education” and “human education”

In order to achieve the common development of “skill education” and “human education”, it is necessary for art education major in normal universities to ensure that the art teaching content should cover basic disciplinary theories, basic teaching theories, and teaching situation theories, and ensure that the above teaching theories should have practical application value and channels. With respect to the balanced development between “skill education” and “human education” of current normal art colleges, college leaders should try to construct an integrated development mechanism of both “skill education” and “human education”.

On the one hand, we should comply with the basic teaching planning of art education major in normal universities so as to achieve an integrated development of knowledge and skills. In terms of the teaching planning and its implementation of such major, it is necessary to invite lectures with profound art teaching experience to teach art students, adopting innovative teaching mode to give lectures and abandoning the traditional “point-to-point” and “point-to-face” teaching mode dominated by the teacher. In the meanwhile, through combining other programs such as group and situational teaching and taking practice as the core concept, we should focus on cultivating the teaching ability, evaluation and practice of art students in normal universities. Based on their own educational career planning, students majoring in art education in normal universities should aspire to become an outstanding art teacher in the new era. On the other hand, normal art colleges should carry out the reform of teaching informatization based on the educational planning of such major, providing necessary conditions for the common development of “skill education” and “human education” from an external perspective. For instance, in accordance with the actual education demand of such major, we should introduce the teaching mode of “online teaching + online practice”, and expand the elective curriculum system of art education major in normal universities. With the rapid development of mobile internet, a variety of educational software have gradually become an invaluable aid to teaching. Therefore, through making the use of the educational function of such software, art education major in normal universities should endeavor to achieve the common development of “skill education” and “human education”, while constantly exploring the overall context of integrated mechanism, so as to balance the development between the two.

5.3 Establishing the professional practice system of art education major in normal universities

In the preparation of constructing the professional practice system of art education major in normal universities, leaders of colleges and departments should actively introduce the practice resources of art teaching in primary and secondary schools consistent with the teaching plan of such major, and provide teaching practice opportunities for students of such major, so as to deepen the cognition, skill proficiency and individual teaching accomplishment of grass-roots art teachers. We should take the following specific measures.

The first is to construct a normal practical teaching mechanism in cooperation with basic art education units, in the sense that based on the characteristics of such major, normal art colleges should establish such mechanism through cooperating with local compulsory education units. The initial practice stage of professional students should be concentrated on observation and learning, understanding the actual needs and teaching methods of basic art education, and forming a supporting team with art teachers of the practice unit in accordance with the actual seeing, thinking and gaining to help students majoring in art education to carry out the initial teaching practice and accumulate the

necessary teaching practice experience. It should be noted that in the process of such mechanism construction, we should ensure the “non-formalization” of its process and its implementation.

The second is to establish the suitable practice mechanism in line with requirements of regional education jobs. Art education practice is the only way for art students in normal universities to put their theory into practice, which is a practical assessment for them. However, in fact, there are relatively limited professional practice opportunities for students of normal art colleges. Most students choose to practice before graduation and the time is comparatively concentrated on the overall, so that it is difficult for them to continue to obtain practical experience. Therefore, art education major in normal universities should simultaneously carry out the educational practice in the teaching process of professional courses, no less than once every two to three months. At the same time, the relevant instructors engaged in the practice work should conduct in-depth communication with students of such major in advance, and guide them to do the practices suitable with the relevant jobs and their professionals in line with the teaching demand of primary and secondary schools, and to complete the scheduled practice work and plan.

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