

Analysis of Diversification Trends in the Educational Objectives of Higher Art Education

You Li^{1,*}

¹College of Art Education, Jilin University of Arts, Changchun, Jilin, 130021, China
ju_ji_shou1987@126.com

*Corresponding author

Abstract: Under the background of globalization and rapid social development, higher art education is facing changes. This article focuses on the diversification trend of higher art education goals. Through theoretical analysis and other methods, this article deeply analyzes the relevant theoretical basis, diversification motivation, characteristics and coping strategies. It is found that the demand of social development, the inherent requirements of the development of art disciplines and the transformation of educational ideas promote the diversification of higher art education goals, showing the characteristics of diversified target levels, rich content and multi-dimensional orientation. Based on this, this article puts forward that we should optimize the curriculum system and teaching methods, strengthen the construction of teachers, and improve the education assessment system. This is of great significance for higher art education to adapt to the needs of the times, cultivate artistic talents with innovative ability, interdisciplinary literacy and social responsibility, and promote the development of art education.

Keywords: Higher art education; Educational goals; Diversification; Motivation; Coping strategy

1. Introduction

In today's era of rapid development of globalization and informatization, higher art education is facing unprecedented changes and challenges [1]. Higher art education, as a key link to cultivate art professionals and promote the inheritance and innovation of art culture, has attracted much attention in the setting and development trend of its educational objectives [2]. Under this background, it is not only of great theoretical value, but also of far-reaching practical significance to discuss the diversification trend of higher art education goals [3].

Theoretically, research on the goal of higher art education has always been an important topic in the field of art education theory. In the past, many scholars conducted in-depth discussions around the goal of traditional art education, which laid a solid foundation for the development of this field [4]. With the evolution of the times, new educational ideas and ideological trends are constantly emerging, which poses an impact and challenge to the traditional educational goal theory [5]. The analysis of the diversification trend of higher art education goals is expected to further enrich and expand the theoretical system of art education and provide new perspectives and ideas for subsequent research. From a practical point of view, the social demand for artistic talents is increasingly diversified [6]. On the one hand, the vigorous rise of cultural and creative industries requires higher art education to cultivate compound talents with solid professional skills, innovative thinking and interdisciplinary ability to meet the needs of industrial development for different types of artistic talents [7]. On the other hand, the continuous expansion and blending of the art discipline itself makes the boundaries of the art field more and more blurred, and new art forms and creative techniques emerge one after another. This urges higher art education to adjust its educational objectives in time to meet the inherent requirements of the development of art disciplines.

At present, there are still some problems to be solved urgently in the process of coping with the trend of diversification of goals in higher art education. Some colleges and universities fail to fully consider the dynamic changes of social needs and discipline development in the orientation of educational goals, which leads to the disconnect between talent training and market demand [8]. The curriculum system, teaching methods and educational assessment system have also failed to effectively connect with the diversified educational goals. Based on this, this article aims to deeply analyze the trend of diversification of higher art education objectives, explore the motivation and characteristics

behind it, and put forward targeted coping strategies, with a view to providing useful reference for the reform and development of higher art education in China.

2. The theoretical basis of higher art education goals

The goal setting of higher art education does not come out of thin air, but is based on a series of profound theoretical foundations. These theories not only point out the direction for them, but also profoundly affect all aspects of educational practice.

The goal theory of higher education is an important cornerstone of the goal of higher art education. Higher education aims at cultivating talents with professional knowledge and skills who can contribute to social development [9]. From the perspective of individual standard theory, it emphasizes personal development as the core and pays attention to students' individual interests, potential mining and self-realization. This is reflected in the cultivation of respecting students' unique artistic style and creative personality in higher art education. The theory of social standards focuses on the satisfaction of education to social needs, and requires higher art education to deliver art professionals who meet the needs of cultural construction and economic development.

Art education goal theory has unique connotation and development context [10]. In the early days, art education focused on the inheritance of skills, enabling students to master exquisite artistic expression techniques. With the development of the times, its connotation is constantly enriched, covering the cultivation of aesthetic ability, so that students have the ability to keenly perceive and appreciate beauty; Stimulate creativity, encourage students to break through tradition and make unique artistic expression; Cultural understanding and inheritance enable students to deeply understand the essence of art under different cultural backgrounds and shoulder the mission of inheriting and innovating local art and culture side by side.

Relevant educational ideas also bring many inspirations to the goal of higher art education. Constructivism emphasizes that students actively construct knowledge, which suggests that higher art education should create an open and interactive environment and guide students to form their own artistic cognition and creation system in practical exploration. The theory of multiple intelligence recognizes the diversity of individual intelligence, which urges higher art education to pay attention to students' different intelligence advantages, teach students in accordance with their aptitude, and tap students' multiple potentials in the art field in order to achieve more targeted and diversified educational goals.

3. Motivation analysis of diversification of higher art education objectives

It is not accidental that the goal of higher art education is diversified, but the result of many factors. These factors cover the needs of social development, the evolution of art disciplines and the innovation of educational ideas.

3.1 Driven by the needs of social development

Table 1: Changes of Talent Demand in Different Fields of Cultural and Creative Industries

Year	Demand in Animation Production (in 10,000s)	Demand in Digital Media Arts (in 10,000s)	Demand in Art Design (in 10,000s)	Demand in Other Cultural and Creative-Related Sectors (in 10,000s)
2015	5	3	10	8
2016	6	4	12	9
2017	7	5	13	10
2018	9	6	15	12
2019	10	7	17	14
2020	12	8	19	16

With the rapid development of the social economy, the demand for artistic talents in all walks of life presents a diversified trend. As a new industrial form, cultural and creative industries have become an important engine of economic growth in many countries and regions. Taking China as an example, in recent years, the scale of cultural industry has been continuously expanded, and the demand for

professionals in the fields of art design, animation production and digital media art has increased sharply. According to relevant statistics (see Table 1: Changes of Talent Demand in Different Fields of Cultural and Creative Industries), during 2015-2020, the talent demand in animation production field will increase from 50,000 to 120,000, and that in the digital media art field will increase from 30,000 to 80,000. This change reflects the profound influence of the adjustment of social and economic structure on the training direction of talents in higher art education.

Society pays more and more attention to the role of art in public cultural services and community construction. Art is no longer confined to the professional field, but widely integrated into social life. This requires higher art education to cultivate artistic talents who have a sense of social responsibility and can serve the public, and promote the social popularization and application of art.

3.2 The inherent requirements of the development of the art discipline itself

The art discipline is constantly evolving and innovating in the long history. New art forms, such as new media art and interactive art, are constantly emerging, which combine science and technology with art and break the boundaries of traditional art categories. Taking new media art as an example, it creates interactive and immersive works of art by means of digital technology and Internet. The development of this art form urges higher art education to update its educational objectives, cultivate students' interdisciplinary knowledge and skills, and enable them to master new media and methods of artistic creation.

The deepening of art research also promotes the diversification of educational objectives. The new exploration of art history and art theory, as well as the blending of different art schools, make students need to understand the essence and development law of art more comprehensively and deeply, so as to show higher literacy in creation and research.

3.3 The impact of the transformation of educational ideas

Modern educational concept emphasizes student-centered and pays attention to students' personality development. In higher art education, every student has a unique artistic perception and creative talent. The change of educational concept requires respecting students' individual differences, teaching students in accordance with their aptitude and providing students with diversified development paths. Under the background of globalization, the concept of multicultural education is deeply rooted in people's hearts. As an important career of culture, art in different cultural backgrounds exchanges and collides with each other. Higher art education needs to cultivate students' cross-cultural artistic understanding and creative ability, so that they can show their unique artistic perspective and creativity in a multicultural context, which further promotes the diversification of educational objectives.

4. Analysis of the characteristics of diversification of higher art education objectives

The diversification of the goals of higher art education presents many remarkable characteristics, covering the dimensions of goal level, content and orientation, which profoundly reflect the current development trend of higher art education.

4.1 Diversification of target levels

The goal of higher art education presents a rich gradient in level. From the cultivation of basic skills to the shaping of high-end innovative talents, different levels of goals meet the needs of students at different stages and in different development directions. (See Table 2: Classification Table of Higher Art Education Objectives)

The goal of basic level is the cornerstone of higher art education, which lays a solid foundation for students' subsequent development; Improve professional ability based on improving the level; The expansion layer conforms to the trend of interdisciplinary integration; The elite aims to cultivate leading figures for the art field. The above levels complement each other and form an organic whole.

Table 2: Classification Table of Higher Art Education Objectives

Objective Level	Specific Description	Training Focus
Foundational Level	Enable students to master basic expressive techniques, tool usage, and theoretical knowledge in the art field	Building foundational skills and knowledge systems
Advanced Level	Focus on enhancing students' artistic expressiveness, creative abilities, and understanding and mastery of artistic styles	Deepening professional literacy and enhancing creative abilities
Expansion Level	Encourage students to engage in interdisciplinary learning and cultivate the ability to create art by comprehensively applying knowledge from multiple fields	Fostering interdisciplinary integration and inspiring innovative thinking
Elite Level	Aim to cultivate top-tier talents with an international perspective, who can lead artistic trends and drive the development of the art discipline	Shaping cutting-edge exploration capabilities and discipline leadership abilities

4.2 Richness of target content

With the development of the times, the target content of higher art education is constantly expanding. Traditional art education mainly focuses on the skills and theoretical teaching of painting, music, dance and other single art categories. Today, its content not only covers all kinds of emerging art forms, but also incorporates knowledge in many related fields. (For details, see Figure 1: Comparison Table of Changes in the Target Content of Higher Art Education)

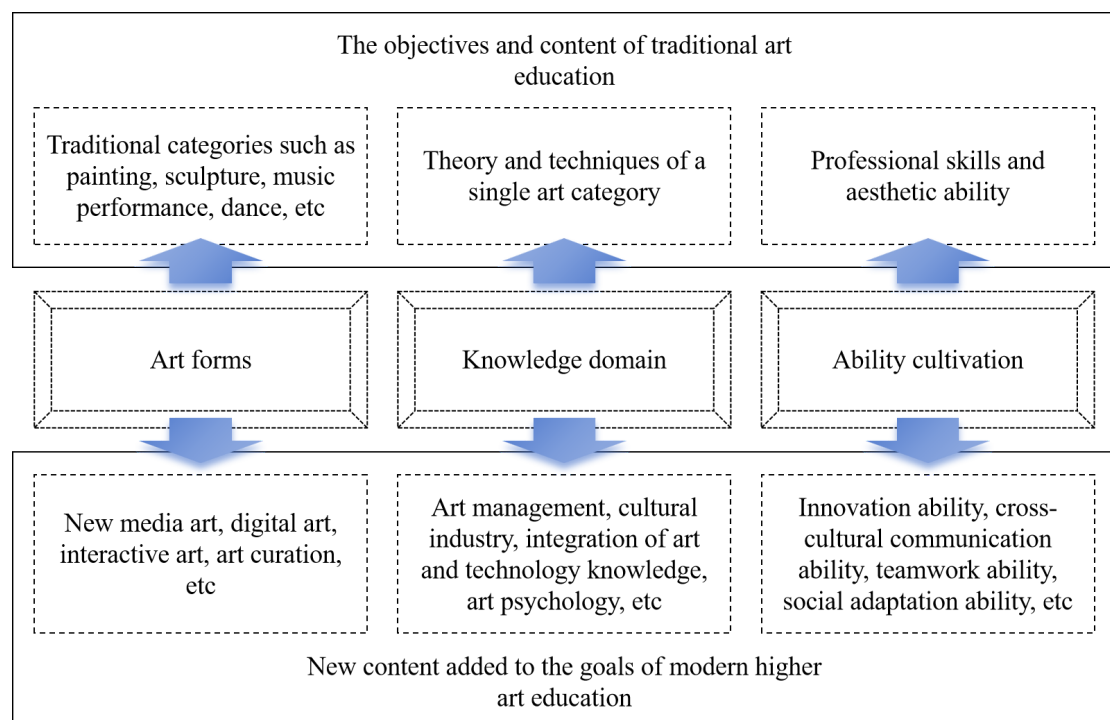


Figure 1 Comparison Table of Changes in the Target Content of Higher Art Education

The rise of new media art requires students to master programming, digital image processing and other technologies; The integration of art management knowledge enables students to have the ability to plan and operate art activities. Rich target content enables students to better adapt to the diverse artistic ecological environment.

4.3 Multi-dimensional goal orientation

The goal orientation of higher art education is no longer limited to a single direction, but presents

multi-dimensional characteristics. On the one hand, it is career-oriented, closely meets the needs of cultural and artistic industries and related industries, trains marketable professionals, and helps students enter the workplace smoothly. On the other hand, guided by academic research, students are encouraged to explore art theory, history and creative laws in depth and contribute to the development of art disciplines. In addition, there is also a social service-oriented, cultivating students' awareness and ability to use artistic expertise to serve society and improve the public cultural environment. This multi-dimensional goal orientation enables higher art education to play a role at different levels to meet the diverse needs of society and individuals.

5. Coping strategies and prospects for diversification of higher art education objectives

Facing the trend of diversification of higher art education goals, in order to better realize the educational goals and cultivate artistic talents to meet the needs of the times, we need to adopt corresponding strategies from the aspects of curriculum system, teaching staff and educational assessment, and look forward to future development.

5.1 Optimize the curriculum system and teaching methods

The curriculum system should be reconstructed according to diversified goals. Construct a modular curriculum system, which is divided into basic curriculum module, professional core curriculum module, interdisciplinary elective curriculum module and practical curriculum module. The basic course module focuses on cultivating students' basic artistic literacy and skills; Professional core curriculum module deepens students' professional knowledge in specific art fields; Interdisciplinary elective course module broadens students' horizons and promotes subject integration; Practical course module enhances students' practical operation and application ability. (See Table 3: Modular Curriculum System of Higher Art Education for details)

Table 3: Modular Curriculum System of Higher Art Education for details

Curriculum Module	Specific Course Examples	Objectives
Foundational Curriculum Module	Introduction to Art, Basic Sketching, Color Theory	Lay the foundation for art, cultivate basic literacy and skills
Professional Core Curriculum Module	Oil Painting Creation, Choreography Techniques in Dance, Music Composition Theory	Delve into professional fields, enhance professional knowledge and skills
Interdisciplinary Elective Curriculum Module	Integration of Art and Technology, Art Economics, Art Psychology	Promote interdisciplinary integration and broaden knowledge horizons
Practical Curriculum Module	Art Project Practice, Graduation Creation and Exhibition, Community Art Service Practice	Enhance practical operational and application abilities, cultivate a sense of social responsibility

In terms of teaching methods, diversified teaching methods are adopted. In addition to the traditional teaching method, case teaching method is added to improve students' ability to analyze and solve problems by analyzing classic art cases; Using project-based teaching method, let students exercise teamwork and innovation ability in practical projects; Introduce online and offline mixed teaching, use high-quality network resources, and expand learning space and time.

5.2 Strengthen the construction of teaching staff

The diversification of higher art education goals requires teachers to have more comprehensive abilities. Colleges and universities should encourage teachers to improve their professional quality, and keep abreast of the cutting-edge trends of their major by participating in academic seminars and artistic creation practices. At the same time, colleges and universities should promote teachers' interdisciplinary learning and master multi-field knowledge and skills to meet the needs of interdisciplinary teaching. In addition, colleges and universities should also introduce part-time teachers with rich industry experience to enrich the teaching staff and bring students first-line practical experience and the latest information in the industry.

5.3 Improve the education assessment system

It is very important to establish a diversified education assessment system. Teachers should change the single assessment method based on test scores, and comprehensively consider students' classroom performance, homework completion, practical project achievements and innovation ability. Theoretical courses can be evaluated in the form of papers and reports; For practical courses, the assessment criteria are the quality of works and the performance in the practice process. At the same time, the mechanism of self-assessment and mutual assessment is introduced to enhance students' participation and self-awareness and promote exchanges and learning among students.

5.4 Outlook

With the continuous development and progress of society, the diversification of higher art education goals will continue to deepen. In the future, the integration of art and technology will be closer, and the interdisciplinary ability of artistic talents will be higher. The acceleration of globalization will make higher art education pay more attention to cultivating students' international vision and cross-cultural communication ability. Higher art education needs to constantly adapt to these changes, continuously optimize educational strategies, lay a solid foundation for cultivating artistic talents with innovative spirit, social responsibility and global competitiveness, and promote the prosperity and development of artistic undertakings.

6. Conclusions

This article focuses on the diversification trend of higher art education goals. The diversification of the goals of higher art education is the result of the joint action of social development, discipline evolution and educational concept innovation. The diversified needs of society for artistic talents, from the desire for talents in cultural and creative industries to the need for artistic popularization talents in public cultural services, promote the transformation of educational objectives. The emergence of new forms of art discipline and the deepening of research urge education to cultivate students' interdisciplinary ability and comprehensive artistic accomplishment; The change of student-centered and multicultural education requires paying attention to the cultivation of students' personality and cross-cultural ability.

The diversification of higher art education objectives presents the characteristics of multi-level, rich content and multi-orientation. This trend poses new challenges and opportunities for personnel training. In order to cope with this trend, it is indispensable to optimize the curriculum system, improve teaching methods, strengthen the construction of teachers and improve the education assessment system. The quality of higher art education can be improved by constructing modular curriculum system, adopting diversified teaching methods, improving teachers' comprehensive ability and establishing multiple assessment systems. In the future, higher art education should continue to reform and innovate, closely meet the needs of the times, cultivate more artistic talents with innovative spirit, international vision and social responsibility, and promote the vigorous development of art education and cultural industry.

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