Research on The Innovation Path of Public Art Education in Colleges and Universities From The Perspective of Informatization

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Abstract: Under the background that our country vigorously advocates quality education, public art education in colleges and universities is an effective means to carry out quality education for students and promote their all-round development, and offering various public art courses is an effective way to carry out public art education. At present, the public art education in Chinese universities has been implemented for many years, forming a relatively perfect and effective education mode, training scheme and curriculum system, which has made great contributions to the cultivation of all-round college students. Some local colleges and universities pay more attention to students' professional education and skill training, and do not pay enough attention to art education, so that art education is lack of work in fund investment, hardware facilities construction, teaching reform, reward evaluation and so on. This paper makes a detailed analysis of the innovation path of public art education in Colleges and universities from the perspective of informatization.

Keywords: Information vision, college public art education, innovation path

1. Introduction

In recent years, public art education in Chinese colleges and universities has been highly valued by the Party Central Committee, the State Council and education departments, and has developed greatly under its guidance [1]. Under the background that the state vigorously advocates quality education, public art education in Colleges and universities is an effective means to carry out quality education for students and promote their all-round development. Setting up various public art courses is an effective way to carry out public art education [2]. The use of multimedia learning is based on the view that "teaching information should be designed according to the working mode of human brain." He assumed that the human information system is a system of processing language materials and a system of processing visual materials, and after a lot of experiments, he concluded that "in the process of trying to establish the connection between words and pictures, learners can gain a deeper understanding than learning from words or pictures alone" [3]. Public art course is an important part of college education curriculum system and an important way to implement aesthetic education in colleges and universities, and its central link is public art course teaching [4].

In today's information age, the deep integration of public art education and multimedia technology in Colleges and universities has become a trend of educational reform. Due to the failure to get rid of the shackles of the traditional teaching mode, there are still some problems in public art education, such as backward and single teaching mode, lack of reasonable planning and innovation in curriculum, imperfect curriculum evaluation system and so on [5]. In the face of ordinary college students with different majors, different learning bases and different learning habits, how to promote the healthy development of art education in ordinary colleges and universities with the support of modern educational ideas and methods and learn from the advanced experience at home and abroad [6]. At present, public art education in Chinese colleges and universities has been implemented for many years, forming a relatively perfect and effective education model, training scheme and curriculum system, which has made great contributions to the cultivation of all-round development college students [7]. Some local colleges and universities pay more attention to students' professional education and skills training, but do not pay enough attention to art education, so that art education is lacking in funding, hardware facilities construction, teaching reform, reward and evaluation, etc. [8]. Therefore, the fundamental and innovative reform of the curriculum model is an important task for every college art educator [9]. It is based on the above-mentioned theoretical categories and policy support that in the process of developing public art education in Hunan Institute of Science and Technology, the

development trend of information technology is closely combined, especially the development of new media technologies such as internet, which promotes the deep integration of public art education and new media technologies in colleges and universities [10].

2. Art Education under the view of information education

Informatization is a new cultural knowledge relative to the concept of modernity, so it is necessary to identify the concept of "modernity". The world is diversified, therefore, understanding things and explaining the world should also have diversified perspectives and concepts. Its core connotation is the learning activities carried out by making full use of multimedia information and resources such as Internet with the support of Internet technology. In the process of developing educational resources of public art education, schools regard network resources as the main resources of public art education. Advocating that education should face the society directly, return to the natural and real life world, and attach importance to vulnerable groups and marginal groups; Accept different views with an open mind, strengthen communication and fully respect the differences between individuals. "Web" means "network", and "quest" means "seek" and "explore". In the sense of word formation, WebQuest can be translated into "network special investigation" or network exploration. WebQuest has several distinct characteristics: WebQuest has a practical central problem, which requires students to understand the problems faced by a real world and put forward assumptions, tests and solutions to the problems; WebQuest attaches importance to using network resources to learn, not only relying on written materials; WebQuest focuses on helping students carry out high-level cognitive activities through the method of "scaffolding"; WebQuest emphasizes cooperative learning, and students play a certain role in the learning group.

Teaching mode gives students a clear direction, gives students an interesting and feasible task, and provides necessary tasks and resources that can guide them to complete. Cultivate students' understanding and respect for multi-informatization. As far as music subjects are concerned, music can be discussed in the context of social culture, so that the contents of music teaching materials show a parallel trend of tradition and popularity, popularity and small groups, and multi-race music, so that students can understand, respect and appreciate it after contact. In the process of carrying out public art education, the school keeps promoting the integration of modern educational technology and art disciplines in close connection with the actual situation of information development. By creating gauges, the school shows the evaluation criteria and methods to students, evaluates the students' demonstration results and even the demonstration results of the group, and summarizes the main gains, experiences or lessons. The evaluation system of the course in WebQuest mode is shown in Figure 1 below.

In terms of social economy, informatization refers to a new era dominated by information and media. In terms of culture, informatization refers to a philosophical trend of thought that is anti rationalism, anti center and anti subjectivity. With the rapid development of network and other new media technologies, in the process of carrying out public art education, the school will fully mobilize and give full play to the role of network and other new media technologies to improve the computer-aided teaching level of public art education. The main characteristics of art informatization are to oppose the aristocratic consciousness and rescue complex of modernism, and emphasize the popularization and life of art. In teaching, it is emphasized that students from different regions, races, cultures, religions, classes and genders should receive equal education. Teachers should respect students' subjective and individual differences, attach importance to students' interests and abilities, design diversified courses, and maximize students' potential, so that they can realize themselves and adapt to future development. Through years of exploration and practice, the school has formed a web-based thematic inquiry teaching mode with WebQuest as its main content, which has greatly aroused students' enthusiasm for public art learning and improved the effect of public art education.
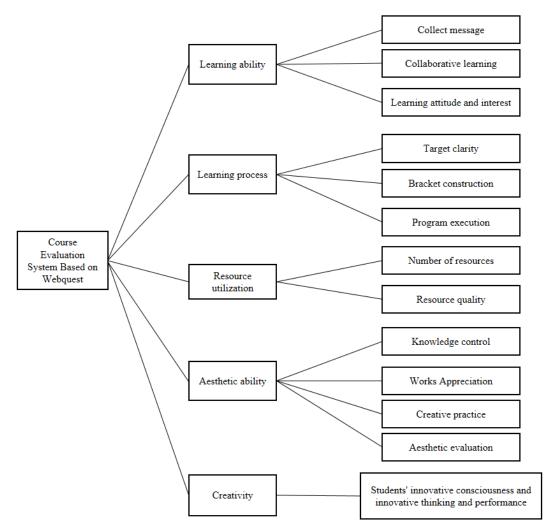
Fig. 1 Curriculum evaluation system based on WebQuest

3. Multiple values of public art education curriculum

3.1. Effectively improve the humanistic quality of college students

College art education is a kind of general education, which is a "supplement" to the current situation of clear division of labor in social industries and detailed majors in Colleges and universities. Art education has a long history. As an educational concept, it can be understood as the cultivation of aesthetic artistic perception for the educated, so as to improve their artistic expression and creative ability. It belongs to cultural quality education. As the cradle of talents, colleges and universities should pay attention to the cultivation of students' personal quality, and art education is the key link. Art education can cultivate people's aesthetic ability and humanistic quality, cultivate people's sentiment and purify people's soul. Actively offering public art education courses can promote students to establish correct aesthetic concepts, improve students' aesthetic taste, help to improve students' perception and creativity, and finally improve students' humanistic quality. Art education is regarded as the core part of aesthetic education, and its purpose is not to train professional artists, but to train people with all-round development. The refinement of industries and specialties makes college students more and more professional, but to a certain extent, it also causes some college students' lack of interaction and cooperation ability and scientific and humanistic spirit. The core goal of public art education in colleges and universities is to enhance the aesthetic ability of college students, thus shaping perfect personality and promoting people's all-round development.

3.2. It helps to spread the nation's excellent art and culture

The art and culture of the Chinese nation is not only the precious spiritual wealth of the people, but also an important part of the world civilization, which embodies the unique aesthetic habits and concepts of the Chinese nation. Colleges and universities have the functions of personnel training, scientific research, social service, cultural inheritance and innovation, among which the realization of cultural inheritance and innovation cannot be separated from public art education. Public art education in colleges and universities naturally shoulders the heavy burden of spreading the excellent art culture of their own nation. At present, some local colleges and universities are transforming and developing towards application-oriented, focusing on cultivating applied talents at undergraduate level, forming close symbiotic relationship with local government, society and enterprises, which are influenced by regional culture and play a greater role in promoting the inheritance and development of local culture. Under the good teaching mode, the public art education curriculum can introduce local national art into the classroom, so as to guide more students to love it. Rich regional culture and art resources can expand the content of public art education, expose students to multiculturalism and broaden their horizons. It can help students understand the historical and cultural factors behind these arts, and further cultivate students' ability to appreciate excellent traditional culture and art. In addition, the involvement of regional culture and art content can enable future local college students to form a sense of identity with local culture. These regional culture and art can also be inherited and carried forward through college education.

4. Innovative scheme of public art education curriculum system

4.1. Constructing a new art education model

In public art education, colleges and universities should follow the unique vivid forms of art education and the continuous renewal of education mode, and widely absorb the excellent art education theory and practical experience at home and abroad. Online courses based on network and big data technology provide diversified teaching methods. Various forms of online courses such as video open courses, resource sharing courses and MOOC (large open network courses) make modern teaching break through the limitations of offline courses. The innovation of public art curriculum system must take into account the actual situation of the school, and adapt to the long-term development plan of the school, talent training objectives, art teachers, art education hardware facilities, students' artistic literacy, etc. Teachers should master the rich data of students' growth and changes, and summarize the data, and finally evaluate the development of students' artistic ability and humanistic quality. The collection channels of course contents include: dialogue and communication with students at ordinary times, analysis of works by students, evaluation of students by teachers and others, etc. The course evaluation methods are shown in Table 1.

Table 1 Course assessment content and score evaluation proportion

Serial number	Achievement project	Examination content	Achievement ratio	
1	Usual grade	1. Speaking in class	9%	38%
		2. Personal written work	9%	
		3. Group discussion assignments in and out of class	19%	
2	Written assessment or online assessment	Basic knowledge of music	18%	
3	Project assessment	According to the theme of a cultural and sports activity program, the soundtrack is edited.	37%	

Public art education is an all-round way of education. Teachers and artists are all participants in art education. Their mastery of knowledge, training of skills, on-the-spot experience, participation in performances, creation of works and emotional input are all educational contents. We should innovate the traditional education mode and uphold the principle of combining theory with practice on the basis of the previous teaching mode. Specific means are as follows. ① In teaching, we do not stick to an art discipline, but adopt comprehensive artistic means. ② Practice is an indispensable part of public art

education curriculum. Although theoretical education is the foundation of art education, with the progress of the times, people pay more and more attention to practicality and creativity. Public art education in local colleges and universities should actively rely on the Internet and big data technology, vigorously develop rich and colorful online courses and innovate teaching methods.

4.2. Optimize the curriculum content of public art education

With the continuous improvement of students' quality, the curriculum content of public art education should keep pace with the times, constantly improve the level, and optimize and integrate closely with the characteristics of art education. Emphasis on pluralistic micro-narrative: Post-modernism breaks the distinction between artistic superiority and inferiority and emphasizes pluralism. Popular culture, folk art, marginal art, local art and individual artistic knowledge are included in multicultural art courses. Local culture and art courses should be full of "local flavor" and properly integrated with art education, and must not be suspended on public art education and teaching as "irrelevant" courses. Colleges and universities should adjust measures to local conditions, make full use of local regional advantages, and introduce the most distinctive national art in the local area into public art education courses, so as to highlight regional characteristics. The course content is no longer limited to the exquisite art of Western and traditional mainstream culture, but not limited to the introduction of mainstream art. Therefore, the curriculum content of public art education in Colleges and universities should be adapted to local conditions and pursue greatness. The construction of network course is not only the improvement of teaching methods and the innovation of educational technology, but also the deep-seated form of teaching reform and the major reform of talent training mode. As shown in Table 2.

Table 2 Process of online courses

Control name	Function	Other features
Sign in	Students sign in and teachers can check the class rate	Various check-in methods: QR code, gesture, etc; Statistics and distance can be obtained
Task	Real time homework practice; Real time statistics	Various questions: single choice questions, multiple-choice questions and short answer questions, which can be integrated
Test	Test question bank (automatic marking of objective questions)	Sufficient question bank: all kinds of questions, including voting questions; Set effective duration
Score	Mutual classroom performance rating	Set anonymous scoring to view scoring statistics
Live broadcast	Remote live broadcast, students watch online	Set the review to live broadcast the barrage discussion

Schools can hire folk artists at the right time to accurately and fully integrate the long-standing local culture into the course teaching. Teachers can also appropriately organize students to go out of the campus to participate in some folk activities, combine teaching with local custom activities, or invite folk artists to perform in the school, interact and teach face-to-face with students, so as to make students have zero distance communication with the purest national music.

5. Conclusions

To sum up, the curriculum system of public art education in colleges and universities is an important way for us to implement quality education, and it is also an effective means to comprehensively improve the quality of college students and promote multicultural integration. The innovation of the public art curriculum system is not a one-step process, but it needs long-term thinking, research and practice. Traditional educational methods and means can no longer meet the needs of the reform and development of public art education in colleges and universities in the information age. Cultivate aesthetic character, improve humanistic quality, develop morphological thinking, cultivate innovative spirit and practical ability, and improve students' ability to feel, express, appreciate and create beauty. Today, when the state vigorously advocates quality education, public art education is an effective way to implement quality education for college students. We should constantly accumulate

experience, deeply study the law of art education, and provide more excellent methods and suggestions for the innovation of public art education curriculum system in Colleges and universities. From the perspective of informatization, we should focus on the problems that need to be solved in the public art education curriculum in Colleges and universities, make full use of real and effective network resources, and stimulate students' enthusiasm for art learning.

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