

Research on Strategies for Improving the Teaching Quality of Art Majors——Taking Yili Normal University as an Example

Lixin Zhang

YiLi Normal University, Xinjiang 835000, China.

Abstract: The country has vigorously promoted the work of school aesthetic education, which is a great opportunity and also a major challenge for the art major of Yili Normal University. At present, the quality of teaching in the art major is not very optimistic. How to ensure and improve the teaching quality of the art major is worth pondering. Based on the investigation of the current situation of teaching quality in the art college, this article identifies the factors that hinder the improvement of teaching quality, analyzes the reasons, and ultimately provides strategies to improve the teaching quality of the art major, providing effective reference suggestions to ensure the teaching quality of the major.

Keywords: Art Major; Teaching Quality; Middle Management Echelon; Teaching Staff; Studio

Introduction

The Opinions of the General Office of the State Council on Comprehensively Strengthening and Improving the Work of School Aesthetic Education (GBF [2015] No. 71) has made requirements and arrangements for comprehensively strengthening and improving the work of aesthetic education, including higher requirements for innovative art talent training mode. Faced with new development opportunities, the Art College of Yili Normal University needs to closely integrate with the demand for talents from the economic and social development of Xinjiang, especially in the Yili region, to cultivate art teachers with noble moral character, political qualification, solid foundation, broad vision, strong practical ability, and innovative spirit, as well as applied and compound talents in other cultural and artistic fields. The responsibility of the times has been entrusted to the Academy of Arts, and there is a long way to go to cultivate high-quality art talents.

1. Current situation of teaching quality in the art major of Yili Normal University

The total number of graduates in 2019 is 236, of which 180 have graduated and 57 have completed their studies. The number of graduates who have not obtained graduation witnesses reaches 24.15%; The total number of graduates in 2018 is 183, of which 130 have graduated and 53 have completed their studies. 29% have not obtained graduation witnesses. According to feedback from some relevant internship units and employers, some internship students and graduates are unable to handle the arranged practical activities, resulting in a lack of confidence in organizational planning.

2. Analysis of factors restricting the improvement of teaching quality in the art major of Yili Normal University

2.1 Weak management team and inadequate guarantee of teaching quality

The middle management echelon of the art school is weak, and the construction of the middle management echelon is not paid enough attention, so the teaching quality cannot be effectively guaranteed. We did not elevate our understanding of the construction of middle-level echelons to a high level that promotes the improvement of teaching quality. The lack of incentive mechanism for middle management echelon has resulted in the failure of educational and teaching activities to be implemented.

2.2 Outstanding structural contradictions in the teaching staff of the Art College

66 full-time teachers, including 4 doctoral students, 55 master's students, and 7 undergraduate students; 5 professors, 14 associate professors, and 29 lecturers; Junior and below 18 people; There are 12 people under 30 years old, 13 people between 31 and 35 years old, 14 people between 36 and 40 years old, 11 people between 41 and 45 years old, 13 people between 46 and 50 years old, and 3 people over 50 years old.

Analysis of the current situation of the teaching staff: Firstly, the professional titles of teachers are relatively low and unevenly distributed. The second reason is that the teaching staff is too young, with 51 teachers under the age of 45, accounting for 77.3% of the total number of teachers, without forming a reasonable teaching team; Thirdly, the number of teachers is insufficient. Currently, there are 1523 students on campus and 66 full-time teachers, with a high proportion of students and teachers, which does not meet the requirements of the Ministry of Education for cultivating art students; Fourthly, the academic structure of teachers is single.

3. Strategies for improving the teaching quality of art majors at Yili Normal University

3.1 Strengthen the construction of middle-level echelons and the construction of a system for the quality of art education

3.1.1 Strengthen the construction of middle-level echelons to ensure the quality of art education is implemented effectively

First, further strengthen the role of middle management in the art profession. Strengthen the construction of teaching management team, improve the status and treatment of teaching management personnel, enhance their sense of identification and self-worth, create a good working environment and personal development opportunities for them, and meet their needs for self-development and self realization.

Secondly, further improve the mechanism for building a teaching and management team for art majors Improve the assessment system. Improve the assessment mechanism and implement a daily assessment based approach supplemented by year-end assessment. Mainly examining the connotation of indicators such as work completion, teacher evaluation, student evaluation, and work innovation Improve the reward and punishment system. Reward outstanding teaching management personnel in material and spiritual aspects, mobilize their work enthusiasm, and impose disciplinary measures on those who fail the assessment. Establish an excellent award for teaching management work, and commend those who have outstanding performance in annual teaching management work.

Thirdly, further increase the training efforts for art teaching management personnel. The professional ability and management level of teaching management personnel directly affect the quality of teaching management. We need to develop a training plan based on the actual situation of the school, and regularly conduct professional and systematic training through a combination of online and offline methods to improve the team's business ability and management level.

3.1.2 Strengthen the quality awareness of art education in the middle echelons

Art professional teaching management personnel need to continuously strengthen their learning of art education concepts, not just engage in administrative management work and business operations. Management personnel need to master the laws of art education, understand the characteristics of art education, and the characteristics of professional students. Experts or renowned professors with rich experience in art management can be hired to attend special lectures, seminars, and other activities at schools to broaden the horizons of teaching management personnel and enhance their artistic literacy.

3.2 Reasonably optimizing the structure of the art professional teaching staff and improving the mechanism for building the teaching staff

3.2.1 Improve the teacher recruitment mechanism, classify and solve structural contradictions in the teaching staff

The structural contradiction in the teaching staff of the Art College is a historical issue that cannot be comprehensively resolved in a short period of time. Therefore, the college needs to overcome the mentality of being eager for quick success and quick profit, and solve it according to the priority of the problem. The following measures are recommended:

Firstly, eliminate blind recruitment. Change the past situation of blindly recruiting teachers to solve the shortage of certain majors; Relax the age limit and appropriately relax the age limit for highly educated and special talents in need.

Secondly, expand the scope of teacher recruitment Strengthening the construction of professional connotation and improving the social awareness of the profession can attract high-quality talents to teach at the school; Change the recruitment method from "passive" recruitment to "active" recruitment.

Thirdly, attract outstanding talents from society to work part-time as teachers. Temporarily solve the problem of insufficient number of art teachers. It is important to note that the number of external part-time teachers should not be too large, otherwise it will directly affect the normal teaching order and quality.

3.2.2 Improve the relevant teacher management system and create a good environment for teacher growth

Firstly, establish the idea of teachers as the main body and transform the management mode of functional departments. The relevant management systems of schools should be formulated around the benefits of school development and the protection of teacher rights, in order to enhance teachers' awareness of dedication to education.

Secondly, relevant management measures should be formulated according to the needs of the construction of the teaching staff Recruitment of teachers should prioritize the assessment of political quality, establish a comprehensive assessment system, and abandon the assessment method of only valuing diplomas while neglecting teacher ethics and political quality In the evaluation of professional titles, evaluation indicators are assigned based on the classification of scientific research, teaching, and teaching research types, and corresponding evaluation standards are formulated. The teaching style should highlight the important influence of teaching effectiveness on the evaluation of professional titles.

3.3 Expand art enrollment channels and attract high-quality students from multiple sources

3.3.1 Emphasize enrollment promotion and expand the school's visibility

Innovate the propaganda model of art major enrollment, use modern media technology to quickly, intuitively and comprehensively display the professional teaching style of the art school, communicate with parents and examinees through multiple channels, and achieve online and offline publicity. Enable candidates and parents to have a close and intuitive understanding of the art major, recognize it, and attract high-quality students.

3.3.2 Increase employment rate and achieve a virtuous cycle of enrollment and employment

Strengthen school enterprise cooperation, establish art practice bases, enable students to step out of school, expand their art practice abilities, and enhance their employment competitiveness. School enterprise cooperation can also help colleges timely understand the demand trends for social art professionals, effectively combining talent cultivation and output, effectively improving the employment rate of art students, and thus attracting high-quality students.

4. Conclusion

Improving teaching quality is an eternal topic in universities, and strengthening teaching quality management is the only way to improve teaching quality. Our school's art major teaching quality management has not yet achieved the transformation from traditional management to modern management, and from experience management to scientific management. The lagging teaching management will hinder the overall development of the school's education industry. Therefore, it is necessary to promote management innovation, actively explore new scientific and effective teaching quality management models and methods that meet the development needs of the new era, and promote the improvement of teaching quality. This article analyzes the factors that restrict the improvement of teaching

quality in the art major, proposes strategies to improve teaching quality, and hopes to provide suggestions and thoughts to ensure the teaching quality of the art major in our school, and promote the steady development of the education industry of Yili Normal University.

References

[1] Hu Y. Research on the construction of teaching staff for art majors [D]. Xining: Qinghai Normal University 2018.

Fund Project: This paper is a phased achievement of the 2018 Education and Teaching Reform Project No. JG201811 of Yili Normal University.