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*Research Article*

# Unique Value of Public Art Education in Colleges and Universities from the Perspective of Cultural Confidence\*

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## Abstract

The cultural self-confidence is the full affirmation to the cultural deposits and the cultural value and the foundation of national culture to maintain vitality. There is a subtle connection between art and culture, so art education is of great significance to cultivate students' own sentiment, keep the harmony between body and mind, and realize the learning and control of traditional culture. Taking public art education in colleges and universities as the research object, this paper makes a survey of the present situation and development strategies of public art education in colleges and universities, analyzes the unique value and significance of public art education to youth education in colleges and universities, and reveals the necessity of cultivating art education in colleges and universities to improve the cultural self-confidence of college students. The research shows that public art education is an important link in college education, which plays a positive role in improving college students' cultural self-confidence, and should be paid enough attention to in colleges and universities.

## Keywords

Cultural self-confidence • Public Art Education • College Students • Relationship Analysis

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Cultural self-confidence is a kind of firm confidence to the nation and its own culture advocated by the Party and the government since the 18th National Congress of China. In many aspect, cultural self-confidence determines that the implementation of the socialist road and the socialist core value, and has great spiritual motivation for the great renewal of the Chinese nation (Abudogga, Mara, Carle & Weech-Maldonado, 2018). The cultivation of cultural self-confidence is the duty and responsibilities of higher education, and the close relationship between culture and art makes the value of public art education in colleges and universities stand out from the perspective of cultural self-confidence (Zhang, 2018).

Public art education in China is widely studied in higher education, among which the main research aspect is the research on the analysis and countermeasure for the development problem and bottlenecks of public art education in colleges and universities. Scholars have proposed the integration of regional culture and art education to improve the interest of college students, and designed public art education courses to improve the teaching effect (Feng, 2017). However, in the perspective of cultural self-confidence, the research on the value of public art education is still blank.

In order to reveal the relationship between cultural self-confidence and public art education, we should explore the support provided by public art education for cultural self-confidence. This paper first analyzes the current situation of higher art education in China, summarizes the unique value of public art education for the cultivation of traditional cultural views and values of teenagers, and finally summarizes the positive effect of public art education on cultural self-confidence.

## **Development of Public Art Education in Colleges and Universities in China**

### **Definition of public art education**

In a broad sense, public art education is a public course related to art in colleges and universities, and only a kind of activities of aesthetic and artistic cultivation education carried out among college students, that's, a general term of emotional education to students through teaching art knowledge by teachers with music, photography, dance, painting, calligraphy, sculpture, literature, drama, film, performance art and other artistic means. Public art education is a comprehensive education which integrates entertainment, appreciation and basic knowledge.

The initial purpose of public art education in colleges and universities is to cultivate students' sentiment, optimize their knowledge structure, shape their correct cultural values and promote their diversified development. But under the new form of socialist values, public art education in colleges and universities has been given more responsibilities (Lachapelle, 2010).

### Current situation of the development of public art education in colleges and universities in China

**Offering of public art courses in colleges and universities** Public art courses in colleges and universities in China are mainly optional courses and compulsory courses only in art colleges and universities. Statistics are made on the offering of music, photography, dance, painting, calligraphy, sculpture, literature, drama and movies in 100 colleges and universities across the country. The percentage of all kinds of art courses are shown in Figure 1.

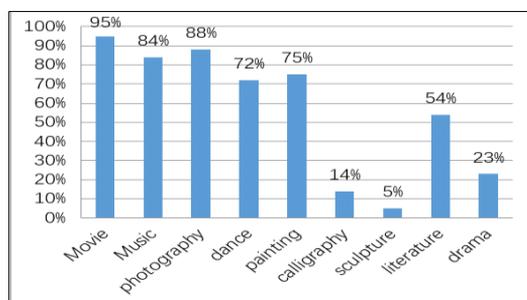


Figure 1. The distribution of art courses in colleges and universities.

As shown in Figure 1, in addition to the common public art courses such as music, movies and photography, other forms of art education courses are not popular in colleges and universities.

**Problems in public art curriculum in colleges and universities** the following six problems are found from the investigation and analysis in public education in Colleges and universities:

- (1) Don't get enough attention at the management level

The mode of examination-oriented education makes ordinary colleges and universities in China treat art education differently from other subjects. At present, the institutions of public art education in colleges and universities in China are not sound, with unsmooth operation system. At the same time, there is still lack of policy support and system guarantee, public art education is optional, with an embarrassing position (Aelion, Gubrud, Aulino, Krause & Leatherman, 2015). The public art education in colleges and universities lacks the necessary system guarantee in its duty division, development orientation, corresponding policy implementation and so on, which is also the fundamental obstacle that restricts the development of public art education.

- (2) Weak teachers of art education

Public art education needs to provide students with extensive guidance on art education, while it is difficult for art education teachers in colleges and universities to provide students with the planned teaching rules and plans due to professional restrictions and level restrictions (Wang, 2009).

- (3) Cognitive bias towards art education in colleges and universities

College students, parents and administrators are biased in their cognition of public art education, and doubt about their role. Even some people think that public art education in colleges and universities is dispensable. These unvalued cognitive behaviors make it difficult to develop the art education in colleges and universities.

(4) Unsound evaluation system of public art education in colleges and universities

The development of public art education in colleges and universities in China is still in the exploratory stage. The evaluation mechanism for public art education is still not perfect, and the implementation of quality education is still insufficient (Holm, Smallest & Viroidal, 2015).

(5) Imperfect public art management institutions

On the one hand, there is a lack of talents in public art education in colleges and universities, and on the other hand, there is a lack of management center for teachers and curriculum management.

(6) Deviation in implementing the requirements of art education in colleges and universities by the Ministry of Education

There is a big gap between the art teaching and curriculum design and the request of the Ministry of Education on the public art course in colleges and universities, specifically, incomplete curriculum, single teaching content, insufficient class hours, and unpopular option among students (Wang & Wang, 2012). The compression of public art education curriculum and specialty has hindered the development of art education in colleges and universities.

Through the random investigation and statistics of 500 students in 100 universities, college students' attitudes towards the public art education course are shown in Table 1.

Table 1  
*College Students' Attitude Towards Public Art Courses*

Questionnaire content	Number of "Yes"	Proportion
Public art courses are critical to learning and play an important role in the cultivation of their own sentiment. (Yes or No)	120	24%
I have a strong interest in public art courses (Yes or No)	89	17.8%
Public art education is just to complete credits, no practical interest (Yes or No)	420	84%
Public art education is optional, has no practical effect (Yes or No)	410	0.82

It can be seen from the table that college students' attitudes towards public art education is not positive, so it is urgent to further explain the unique value of art education in colleges and universities under the demand of new cultural self-confidence, and to guide students and universities to attach importance to public art education.

### Unique Value of Public Art Education in Colleges and Universities

The development and continuance of Chinese culture based on traditional culture need colleges and universities as carriers to pass on. The education that young college students receive at the university stage plays an important role in shaping their personality, values, culture and so on. The value of public art education in colleges and universities from the perspective of cultural self-confidence is more obvious (Ping& Liu, 2010).

**General value of public art education in colleges and universities**

**Developing the intellectual potential of college students** Art can stimulate the imagination of college students, under the specific artistic form, the area of the anterior lobe of the brain will be trained and developed and the students' intellectual potential can be more released under the stimulation of art.

**Developing the non-intellectual factors of college students**, the expression desire, the self-confidence, the esthetic ability and so on my focus on the characteristics of artistic education itself, with the integration of the classroom instruction and the art practice for the cultivation. This method has different effects on the development of non-intellectual factors (Xu, 2017).

**Cultivating the sensibility factors and moral feelings of college students** in the process of artistic and aesthetic appreciation, students' emotional factors can be inspired to understand the artist's intention through the works from the perceptual angle, and at the same time, the moral character and sentiment of the artist affect college students.

**Spiritual satisfaction** as the most important human spiritual food, art can let people feel released, enjoy spiritually, and reduce people's fatigue to the minimum.

**Relationship between public art education in colleges and universities and culture**

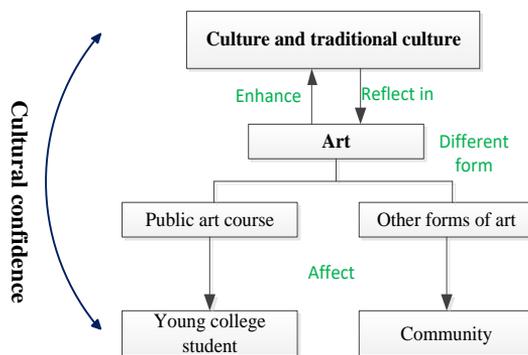


Figure 2. The relationship between culture and art from the perspective of cultural self-confidence.

The relationship between public art education in colleges and universities and culture is shown in Figure 2. Public art education is an important form of cultural inheritance and development. College students realize the communication with culture and traditional culture mainly through public art education at the university stage, where college students develop and improve mentality, morality and other psychological factors and public art education is very critical to college students to the understanding of culture, so from the perspective of cultural self-confidence public art has a unique educational value.

Public art education is a kind of cultural inheritance, and in contrary, the higher attention paid for public art education will strengthen culture and promote cultural awareness. Under the background of national emphasis on cultural self-confidence, public art education in colleges and universities needs to play a more important role

in college education, and college students should also improve their self-cultivation and moral character through the study of public art course.

## Conclusions

Public art education in colleges and universities has not been paid much attention to by colleges, students and parents, the value and important role of culture in the background of cultural self-confidence has been further emphasized, and culture as an important part of people's spiritual civilization has been further praised. Due to the close relationship between art and culture, it is of great significance to analyze the unique value and important role of public art education in the new era. The main contents of this paper are as follows:

(1) This paper investigates and analyzes the present situation of public art education in colleges and universities, and reveals that public art education in colleges and universities in China needs to be improved and valued.

(2) This paper analyzes the value of public art education under the background of cultural self-confidence, and further emphasizes the important role of public art education in the growth and cultural inheritance of teenagers.

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