International Journal of Education and Humanities
ISSN: 2770-6702 | Vol. 14, No. 1, 2024

Assessment and Enhancement of College and University Art Programs

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Abstract: With the increasingly fierce competition for talents in society this year, the cultivation of comprehensive ability of students in colleges and universities has become particularly important, and the cultivation of art majors in colleges and universities, as one of the important components of college education, has an important role in promoting the enhancement of students' innovative ability and aesthetic ability. This paper will focus on the actual start of art education in five colleges and universities in Guangzhou City, Guangdong Province, China, combined with the law of art education, analyze the current situation and problems in the development of art professional education in Chinese colleges and universities, sort out the experience gained and lost of art talents in colleges and universities, and explore the challenges, coping strategies, and enhancement plans that colleges and universities are facing during the process of implementation of the art profession.The last section is about the conclusion of the study, which is derived from the results of the survey that the surveyed schools have offered courses in art majors, an outcome that has become an important part of the school's development. Various aspects of the arts curriculum have been implemented, but additional effort activities should be actively pursued to help one's optimal development and achievement, and targeted strategies for improvement will help guide the implementers to achieve the desired facilitation in realizing the set goals of arts education in China in the new era.

Keywords: Colleges and universities, art majors, Program implementation, Program Basics.

1. Introduction

With the rapid development of society, when we review and look forward to the world's civilization wealth, we can clearly find that when the material needs have been satisfied, people will spend more time and energy on the pursuit of spiritual wealth, and make unremitting efforts and attempts to get spiritual satisfaction. China is a large country with a large population, and in the few decades since China's reform and opening up, there has been a huge urban population, which is a far cry from the previous agricultural society, and the process of urbanization needs to be matched by the construction of culture and art. In addition to the construction of life infrastructure, with the people's aesthetic needs for the process of urbanization and development, art professionals have also become the third largest demand for national construction personnel following the architectural design, urban planning and design. Art and human beings have always been the habit of living in groups, art is across the obstacles of time and space to influence people's minds. Art can bring a great sense of identity by looking at the differences and complementarities of individual human beings, and by sharing or communion.

After a period of rapid development, China's economy has entered a period of transition in its development, moving into a new normal of the economy in a new era, and due to the change in the economic base, a new shift in culture and education has also taken place. At present, art programs in Chinese colleges and universities are facing problems such as further improvement of the curriculum system, single subject settings, and a lack of connection between teaching content and practice. This has led to incomplete and market-oriented training of art majors in universities, which also hinders the comprehensive academic development of art majors to a certain extent.

1.1. Literature review

There are many myths about art education that exist in society about it, such as, is art entirely a product of inspiration? Is art teachable? Does it deserve to be taught? It has always been the case that when budget cuts are imminent, the first thing school boards think about is removing specialized art courses because, in their view, art education is superfluous and should only be allowed if there is enough money, i.e., art education is a "luxury" of school education.With the rapid development of China's higher education, art majors in colleges and universities have gradually shown a trend from the hall of artistic elites to popularization and massification, and many universities have also added and opened art majors (Liu Dan, Xu Hongfan, Li Wei, 2023).

In China, before March 2011, the art programs were an important direction of talent cultivation in the liberal arts background, and in same year, in the Catalogue of Academic Disciplines for Degree Conferment and Talent Cultivation issued by the Academic Degrees Committee of the State Council of the People's Republic of China and the Ministry of Education of the People's Republic of China, art majors were independent from the category of literature and became the thirteenth independent academic discipline. As a result, the discipline of art has gained a broader space for development, and as a "major discipline" in Chinese higher education, it has begun to synchronize its development with that of the other 12 disciplines. At the same time, as the youngest member of the 13 disciplines, there are few systematic studies on the construction and practice of art majors in colleges and universities, and according to the official website of the state, there are almost no systematic studies on the construction of art majors in colleges and universities in Guangzhou.

In the process of the development of art education in colleges and universities, often not confined to a single

category, a single discipline, a single professional limitations, between the various specialties within the art disciplines, the design disciplines and art disciplines similar to the neighboring disciplines, as well as between the art disciplines and other types of disciplines gradually showed a positive trend of multi-disciplinary cross, integrated(Sun Jing, 2020).In 2017, Hiram University in the United States took the lead in putting forward the concept of "new liberal arts" education, which mainly refers to the integration of multidisciplinary and interactive research, in order to break down disciplinary boundaries and realize the expansion of disciplinary exchanges. It provides an opportunity for the innovation of talent cultivation path and the improvement of education quality, provides a new concept for China's higher education reform, and establishes a clear direction for the output of high-quality art talents (Miaomiao Zhang， Shuai Zhang, 2023).

In order to better promote the progress of art majors in colleges and universities, we need to sort out the historical evolution and regular characteristics of art majors, analyze the causes of problems in the development process of art majors, and analyze the existing deficiencies and make targeted improvements to help the development of art majors in colleges and universities, starting from the learning objectives of art majors, teaching methodology, curriculum evaluation, learning tools and materials, and continuous improvement.

Art, as the precipitation of human culture and the crystallization of human imagination and creativity, has a very high humanistic value. The significance of art education lies first and foremost in the use of the products created and the laws of artistic aesthetics and creativity summarized in the long-term practical activities of mankind to influence and train the individual's senses and heart, and to regain and develop those sensibilities lost as a result of one-sided education. Art education is a kind of aesthetic education that fosters people's ability to perceive, appreciate and create beauty, with the aim of promoting the harmonious and comprehensive development of the human body and mind. Art education belongs to the humanities, and belongs to the emotional discipline, because it focuses on feelings, concerns about beauty, and goes straight to the five senses of human beings, enlightens the truth with beauty, stores up the goodness with beauty, and displays the good feelings in the artistic presentation. Because art is the link between truth, goodness and beauty, and also the bridge of unity of truth, goodness and beauty. The education of art majors is a combination of scientific education focusing on knowledge and truth, and ethical education focusing on meaning and goodness, which forms the educational component of developing human knowledge, emotion and consciousness, and realizing the truth, goodness and beauty of human beings.

With the development of modern society, there is a need for a large number of talents with high comprehensive quality, and the response in education is to advocate all-round development, quality education and innovative education, that is to say, to adhere to the concept of human-centred education, the idea of student-centred teaching and to take the road of knowledge cross-cutting, balanced disciplines and the exploration of aesthetic education. The ultimate goal of art education is to comprehensively improve the quality of students, and then raise human understanding of artistic activities to the philosophical level. Fundamentally, art education is a theoretical reflection on life, on life, on culture and on existence." Mr. Yelang believes that art education for college students has two main purposes: firstly, to improve their theoretical cultivation, knowledge structure and way of thinking; secondly, to improve students' own personality cultivation and to enhance their own realm of life.

Art education lies in focusing on human senses and self-emotions, constantly moving towards the coordination of body and mind, and being able to organically combine abstract thinking, so that the human brain can develop in a coordinated manner, and be able to consciously internalize the moral qualities into a conscious sublimation of inner beauty, and to promote the healthy development of the moral realm.The purpose of art education is the process of educators exerting a planned and purposeful influence on the educated according to the requirements of a certain society and the laws of the educated's mind, so as to achieve the desired purpose of aesthetic education. In essence, it is the process of internalizing the aesthetic principles and aesthetic qualities with the characteristic beauty of the times into the educated's aesthetic thinking. Art education is characterized by its historical nature, and its content is influenced by and serves the political system and economic base of different periods. Influenced by its social nature, aesthetic education must be combined with moral, intellectual, physical and labor education in order to provide students with a comprehensive education in ideological, political, moral and psychological qualities, and to promote their all-round development.

The Opinions on Comprehensively Strengthening and Improving the Work of Art Education in Schools in the New Era (hereinafter referred to as "the Opinions") point out the specific connotation of aesthetic education in the context of the new era: "Art education is the education of aesthetics, sentiment, and mind, as well as the education of enriched imagination and the cultivation of creative consciousness" (2020). It emphasizes that art education should be integrated into the whole process of talent cultivation in schools, and into all stages of school education, not only at a certain stage, but throughout the entire education process, affirming the important role of school art education in social development. The Guidelines for Art Courses in Schools of Higher Education make it clear that art courses are an important part of the curriculum system of higher education in China, that they are the centerpiece of art education in schools, and that they are the main way to implement aesthetic education, and that they have irreplaceable values and roles in improving the students' aesthetic and humanistic qualities, fostering the spirit of creativity and the ability to practice, and shaping a sound personality (2022). Art education, belonging to an important branch of philosophy, art thought is built on the basis of philosophy, emphasizing that art and beauty belong to absolute embodiment and absolute symbol(Wang Jing.2021). Among the comprehensive qualities of human beings, cultural and artistic qualities occupy an important position. For the current form of education, a person's cultural and artistic literacy determines whether he or she can become a high-quality talent with comprehensive development (Chen Hao. 2018).

At present, about China's colleges and universities art programs have shifted from the topic of heat to the strength of practice, in the rapid development of urban construction and social modernization process, the art programs play an important role with irreplaceable. Therefore, the demand for the art programs is very urgent, but there has been a slow development of the art programs, which is related to the narrow definition of the art programs in the past, for example,

the traditional sense of art is more based on sculpture, mural painting, ritual rites and music that carry heavy mission of religion and politics, which will face more restrictions. However, with the progress and development of society, the demand for the art programs is also quietly changing. The development of the art programs is inextricably linked to the level of development of the whole country in terms of politics, economy and education. The development of the art programs needs not only the guarantee of relevant government policies and regulations, but also in-depth research in the art world to promote it, and more importantly, the promotion and popularization of art education in colleges and universities.

Colleges and universities, as the cradle of talent training, is an important position for the dissemination of art education, art education in colleges and universities as a professional course to cultivate people's artistic strengths and skills, and to cultivate people's emotional attitudes and ethical sentiments is an important purpose of art courses. The cultivation of artistic thinking ability is a "slow and careful" work, which requires college teachers to help students develop good learning habits and habits of mind in a subtle way. The penetration function of art education itself throughout the teaching of art disciplines, the higher education stage carries the realization of the ultimate goal of art education, is to realize the effectiveness of human education in the last link. Therefore, we need to sort out the historical evolution and regular characteristics of the art programs, analyze the causes of problems in the development process of art majors, and comprehensively analyze the development status of the art programs in colleges and universities from the aspects of learning objectives, teaching methods, curriculum evaluation, learning tools and materials, and continuous improvement, and put forward a sustainable improvement strategy of art major curriculum construction in the future, which has practical significance for the realization of strengthening the art programs in colleges and universities. It is of practical significance for realizing the strengthening of the art programs in colleges and universities.

The new curriculum reform and the reform of quality education have put forward higher requirements for art professional education in colleges and universities, therefore, art professional education in colleges and universities has been reformed relatively. The cultivation of artistic talents is a complex systematic project, from concept to action, from content to method, all need to follow the law of art inheritance and the law of the art education, give full play to the human subjective initiative, adapt to the characteristics of the stage development of the art education, strengthen the coordinated research, and improve the mechanism of improving the quality of art talents cultivation. Therefore, it is necessary to overcome the shortcomings of the traditional education model of the art programs in colleges and universities, accelerate the reform process of art majors, eliminate the adverse effects caused by various factors, deeply understand the value of the art programs in colleges and universities, and give full play to the positive role of the art programs in upgrading students' cultural cultivation, cultivating students' artistic temperament, establishing sound students' mental health, and shaping students' perfect personalities.

In China's classification of disciplines, all the art programs belong to the discipline of art, and there are three professional categories under the discipline of art, namely: Design, Fine Arts and Art of Theory.

Art talent training quality first look at the level of professionalism, in recent years, the cultivation of art majors in colleges and universities, towards the goal of "multi-specialty" composite innovative talents, enhance the system concept, strengthen the top-level design, in exploring and promoting the development of cross-fusion of art disciplines. "As a distinctive discipline, the cultivation of talents in art colleges and universities should not only follow the general law of art inheritance, but also reflect the tradition and characteristics of each specialty. Through the study of the literature, we found that many scholars have investigated and analyzed the current situation of the training of art majors from the five dimensions of learning objectives, teaching methods, curriculum assessment, learning tools and materials, and continuous improvement, and investigated and analyzed the academic performance of students from the three dimensions of professional knowledge, self-planning, and capacity development, and some scholars have investigated and analyzed the current situation of curriculum implementation or the academic performance of students through quantitative analysis, which has a certain degree of relevance to the subject. related topics are researched with certain reference. The following conclusions are drawn from the literature.

From the content of the study, most of the current research objects focus on the background of liberal arts, science and other professions, a relatively small number of the art programs as the object of research, and a systematic study of the current situation of the art programs training in Guangzhou colleges and universities is even more than a handful of studies. Thus, the feasible improvement strategies to enhance the curriculum foundation of the art programs are proposed to help the development of the art programs in colleges and universities. Therefore, this study will sort out the historical evolution and regular characteristics of the art programs, start from the learning objectives, teaching methods, course assessment, learning tools and materials, and continuous improvement of the art programs, and investigate and analyze the academic performance of students in the three dimensions of professional knowledge, self-planning, and capacity development, comprehensively analyze the current situation of the development of the art programs in colleges and universities and put forward a sustainable improvement strategy for the future of the art programs' curriculum construction. Sustainability improvement strategy, for the realization of strengthening the education of art majors in colleges and universities has practical significance.

The region selected for this study is Guangzhou City, Guangdong Province, China. Since ancient times, Guangzhou has been the political, economic and cultural center of southern China due to its superior natural conditions and unique geographic location, and it has always been an important window for China's foreign economic exchanges, and it also has an important position in the international arena. Guangzhou, as a representative of southern China's culture, possesses rich cultural characteristics. Guangzhou City, as well as the economic and cultural leader of Guangdong Province, also plays a pioneering and exemplary role in the process of cultural and economic development of the five provinces in South China and even the whole country. Therefore, the research area of this study for art majors in universities in Guangzhou City selects five universities in Guangzhou City, and the results of the study have a certain reference value in Guangdong Province and even in the whole country.

In recent years, the Guangzhou Municipal Government has been committed to promoting the modernization of the city, in the construction of colleges and universities has invested unprecedented support. According to the official website of the Guangdong Provincial Department of Education, as of 2023, Guangzhou City has a total of 82 colleges and universities, of which 28 colleges and universities are enrolling art students, and this study will randomly select five schools among the colleges and universities in Guangzhou City to conduct the study according to the purpose of the study. The five selected schools are: Guangzhou Academy of Fine Arts, South China Normal University, Guangdong University of Technology, Guangdong Peizheng College, and Guangdong College of Arts and Vocational Technology. The total number of students majoring in art in the five schools drawn is 17,273, which is derived from the sample size calculation method for quantitative research, and 376 questionnaires will be distributed. Based on the data review and survey, the value of art major construction in Guangzhou universities at present, the development status, the reality of the dilemma and the strategy research of the professional construction foundation enhancement will be analyzed, so as to put forward the reference suggestions for the cultivation of art majors in universities.

2. Statement of the Problem

This study examined the current status of the implementation of the Art Programs in colleges and universities in Guangzhou City, Guangdong Province, specifically, it seeks answers to the following questions:

1. What is profile of students respondents involved in the Art Programs in terms of

1.1sex,

1.2grade level ,

1.3age,and

1.4major?

2.What is the assessment on current state of implementation of the Art Programs in term of

2.1 learning objectives,

2.2 teaching method,

2.3 course assessment,

2.4 learning tools and materials,

2.5 continous improvement?

3.Is there a significant difference in the assessment on the implementation of sculpting the art programs among students When grouped according to their profile?

4.What is the academic performance of the student responts toward on this vecent general weighted avieige(GWA) in arts?

5.Is there a significant relationship between the assessment implementationof sculpting art program and the student' academic performance?

6.What proposed strategies can be developed to further enhance the implementation of Art Program?

3. Hypothesis

Ho1:There is no significant difference in the evaluation of the implementation of cultivating the Art program by the respondent students when are grouped according to their profile.

Ho2:The implementation of assessments in the cultivation art program is not significantly related to students' academic performance.

4. Research Design

Methodology used a quantitative research design to determine the extent of differences and associations between training implementation strategies and academic performance in college art programs. The focus of this study is on the current status of the implementation of the art program in higher education, making a targeted research to address the conditions and problems that have already appeared during the implementation of the current curriculum, with the aim of discovering new truths, which may take different forms, such as: new patterns, new causal relationships, increased insight into operational factors, or previously undiscovered pending problems, etc. Therefore, this study should choose quantitative research methods, in obtaining objective data, after research and analysis can draw valid conclusions, and according to the analysis results targeted to put forward strategies or improve the path of the research summary.

In addition, a descriptive-comparative approach was adopted in terms of research design in which variables (non-manipulated variables) were compared. Through this design, the study attempted to determine the direction and strength of the relationship between the implementation of the art program in higher education on students' academic performance. And the differences and associations were measured with the help of statistical tools such as t-test, ANOVA and Pearson's correlation coefficient. The purpose of the comparative design is to study the differences between the implementation of art program in colleges and universities and different demographic characteristics of students such as gender, age and grade level. Purpose of the comparative analysis was to test whether there is a significant difference in assessing the implementation of the arts program and students' academic achievement based on the nature of the demographic variables and the distribution of the data, with a significant difference between the two dimensions when the Sig value is less than 0.001.

This research is caluable in four ways: (1) provided basic knowledge about the implementation of the art programs in colleges and universities， (2) Facted that provide the basis for scientific judgment through the collection and analysis of objective data that have been recovered, (3) Effective provision of close observation time, methods and procedures， and (4) Informative for the development of local and national policies.

5. Scope and Delimitations of the study

Based on the selected topic, "Assessment and Enhancement of College and University Art Programs" the study was targeted at five colleges and universities offering art programs in Guangzhou City, Guangdong Province, China.

Guangzhou, the capital of Guangdong Province, is a national center city and is among the top 100 cities in China. In terms of higher education, Guangzhou City has rich higher education resources and quality higher education institutions, so the research area is targeted at universities in Guangzhou City.

On the basis of the official data from the Department of Education of Guangdong Province, as of July 2023, there are 82 colleges and universities in Guangzhou City, Guangdong Province, of which 28 colleges and universities enroll art majors. From these, five schools were selected as survey respondents for this study. The survey respondents were determined to be students from five colleges and universities

with art majors in Guangzhou City, Guangdong Province. The five schools studied were: Guangzhou Academy of Fine Arts, South China Normal University, Guangdong University of Technology, Guangdong Peizheng College, and Guangdong Institute of Arts and Vocational Technology. According to the official website of the schools, as of July 2023, there were 17,273 students majoring in art in the five colleges. A total sample size of 376 was required, as calculated by the Qualtrics Sample Size Calculator.

Student-respondents were selected using a random sampling method, on the condition that the students from universities in Guangzhou City, Guangdong Province, all of them possessed professional backgrounds majoring in the art programs and volunteered to participate in the study to ensure the interviews were conducted smoothly.

6. Sampling Method

A more precise method in quantitative research was used to determine the appropriate sample size for this study, and the tool adopted was the Qualtrics Sample Size Calculator, which generates a reasonable sample size recommendation based on the researcher's input of the specified parameters to achieve statistical significance and minimize error in this study. The parameters set by the researcher included a margin of error of 0.05 and a confidence level of 0.95. In this study, the total number of students in the five schools was 17,273 and the recommended sample size based on the Qualtrics Sample Size Calculator was 376 student-respondents.

In this study, 376 students were selected from 17,273 students in five art majors colleges and universities in Guangzhou City using simple randomization technique. The random sampling strategy was chosen to ensure that all of these 17,273 members have an equal chance of being selected as a way to increase the representativeness of the sample as well as the generalizability of the findings. The chosen sample size and sampling method will provide guidance for obtaining reliable and valid data for this study, and provide a foundation for exploring and analyzing the research question of shaping: enhancing the foundation of the curriculum of art majors in Guangzhou's institutions of higher learning.

Below is the distribution of the number of students in the five selected art colleges and universities in Guangzhou, as well as the percentage of the total number of students selected for the study and the sample size taken by each school:

Table 1. Sampling distribution of five universities in Guangzhou

Name of the school	Number of students in the art program	Percentage of total（%）	Sample
Guangzhou Academy of Fine Arts (GAFA)	7157	41.4	155
South China Normal University（SCNU）	2248	13.0	49
Guangdong University of Technology（GDUT）	1920	11.1	42
Guangdong Peizheng College（GPZC）	1720	10	38
Guangdong Institute of Arts and Culture (GIEC)	4228	24.5	92
Total	17273	100	376

Among the five universities, Guangzhou Academy of Fine Arts had the highest total number of 7,157 students, which accounted for 41.4% of the total number of students, so it required a sample size of 155. Guangdong University of Technology had the lowest total number of 1,920 students, which accounted for 11.1% of the total number of students, and required a sample size of 41.

7. Results and Analysis

With reference to the sequence of statement of the problem, the following findings are herein stated.

1. Profiles of the Student-Respondents

Table 2. Profiles of the Student-Respondents

Variable	Indicator	Frequency	Percentage
Sex	Male	144	37.0
	Female	243	63.0
Total		387	100.0
Grade Level	Grade 3	242	63.0
	Grade 4	145	37.0
Total		387	100.0
Age	19 – 20 year old	190	49.0
	21 years old and above	197	51.0
Total		387	100.0
Major Subject	Art Design	326	84.0
	Fine Arts	19	5.0
	Art of Theory	42	11.0
Total		387	100.0

Table 2 shows the frequency and percentage distribution of respondents based on their profile variables. In terms of sex, the majority of them are female. It also showed that the majority or with highest frequency in their grade level was apparent in Grade 3. Furthermore, majority of the respondents in terms of age of the respondents revealed that the highest frequency among those in age bracket of 21 years old and above ,followed closely by those in the age bracket of 19-20 years of age. Finally, the most of the number of respondents showed that they were enrolled in Arts Design as major subject.

2.Assessments on Status of Implementation of Cultivating Art Program

Table 3. Assessment of Student-Respondents on the Status of Implementation of Cultivating Art Program in terms of Learning Objectives

Indicators	Mean	SD	Descriptor	Interpretation	Rank
I have clear and defined learning objectives.	3.17	0.69	Agree	Implemented	4.5
Setting learning objectives based on my own reality.	3.17	0.70	Agree	Implemented	4.5
Learning objectives have a combination of long-term and short-term.	3.10	0.75	Agree	Implemented	8
My learning objectives are staged and adjusted to objective changes around me.	3.19	0.69	Agree	Implemented	3
I think my learning objectives are of a moderate level of difficulty.	3.12	0.66	Agree	Implemented	7
I've set learning objectives that I've been able to achieve through hard work.	3.16	0.68	Agree	Implemented	6
Learning objectives include the acquisition of professionally relevant skills and techniques.	3.29	0.65	Agree	Implemented	1.5
Learning objectives are life value-driven.	3.29	0.64	Agree	Implemented	1.5
Composite	3.19	0.68	Agree	Implemented	

Scale: 4.00-3.51=Strongly Agree/ Highly implemented;
3.50-2.51=Agree/Implemented;
2.50-1.51=Disagree/low implemented;
1.50- 1.00=Strongly Disagree/ Not Implemented

Rank: Assign ranks based on the average value in descending order. For example, rank 4.5 is because the average value rank 4th and 5th. Therefore, simply add the total of 4 and 5 and divide by 2 to obtain the numerical rank of 4.5.

Rank: Assign ranks based on the average value in descending order. For example, rank 1.5 is because the average value rank 1th and 2th. Therefore, simply add the total of 1 and 2 and divide by 2 to obtain the numerical rank of 1.5.

In terms of learning objectives, the assessment of student-respondents on the aspect of learning of art professional training revealed a composite mean score of 3.19 with a 0.68 corresponding standard deviation. This implied that the respondents assessed that learning objectives of art professional training is in "Implemented". This means the basis for professional training could have been based on the learning objectives that served as foundation that gives direction to the aspect of learning art. Of all the indicators, the highest mean score or rank 1 based on the mean value of 3.29 tied at 1.5 with corresponding standard deviation of 0.65 and 0.64 respectively evident on the items ," acquisition of professionally relevant skills and techniques and the life value-driven of learning objectives.. while the item , with low mean value of 3.10 sd .75 Learning objectives have a combination of long-term and short-term. Which maybe statistical the lowest in the on the variable learning objectives, yet still within average level of assessment.

Table 4. Assessment of Student-Respondents on the Implementation Art Program in terms of Teaching Method

Indicators	Mean	SD	Descriptor	Interpretation	Rank
I understand the teacher's teaching methods.	3.21	0.64	Agree	Implemented	8
Teachers will select and determine specific teaching methods based on specific actionable objectives.	3.26	0.64	Agree	Implemented	4.5
Teachers choose their teaching methods according to the content and requirements of their knowledge.	3.25	0.65	Agree	Implemented	6
Teachers will select the appropriate teaching methods according to the actual characteristics of the students.	3.23	0.67	Agree	Implemented	7
The lecture method is one of the most common teaching methods used by teachers.	3.28	0.62	Agree	Implemented	2
Teachers will use a problem-based inquiry approach to teaching.	3.26	0.66	Agree	Implemented	4.5
The training and practice style is a frequent teaching method used by teachers during the implementation of the program.	3.33	0.61	Agree	Implemented	1
The teacher pays full attention to student participation in the selection of teaching methods.	3.27	0.69	Agree	Implemented	3
Composite	3.26	0.65	Agree	Implemented	

Scale: 4.00-3.51=StronglyAgree/Highlyimplemented;
3.50-2.51=Agree/Implemented;
2.50-1.51=Disagree/low implemented;
1.50-1.00=Strongly Disagree/Not Implemented

Rank: Assign ranks based on the average value in descending order. For example, rank 4.5 is because the average value rank 4th and 5th. Therefore, simply add the total of 4 and 5 and divide by 2 to obtain the numerical rank of 4.5.

In terms of teaching method, the assessment of student-respondents on the aspect of learning of art professional training revealed a composite mean score of 3.26 with a 0.65 corresponding standard deviation interpreted to mean "Implemented" This implied that the respondents assessment of the variable teaching method of art professional training is "implemented" .The highest mean score or the item with highest mean of 3.33 with sd 61 was apparent by the training and practice style that were used by teachers during the implementation of the program while the lowest mean score with lowest ranking is evident in the item by understanding the teacher's teaching methods with mean value of 3.31 with corresponding standard deviation of 0.64. This means that the aspect of learning art professional training are all "Implemented" based on the student respondent assessment.

Table 5. Assessment of Student-Respondents on the Implementation Art Program in terms of Course Assessment

Indicators	Mean	SD	Descriptor	Interpretation	Rank
The teaching objectives of the course are clear and the curriculum is well organized.	3.27	0.64	Agree	Implemented	5
I think the specialized courses offered by the school are very meaningful.	3.27	0.67	Agree	Implemented	5
The course is implemented with engaging teacher teaching that stimulates students' interest in learning specialized knowledge.	3.28	0.68	Agree	Implemented	2.5
Students can master or understand most of the content.	3.23	0.65	Agree	Implemented	7
Teachers are well prepared to offer courses.	3.27	0.66	Agree	Implemented	5
Teachers have a comprehensive, systematic, accurate and thorough understanding of the textbook and course syllabus.	3.25	0.65	Agree	Implemented	6
Teachers focus on using heuristics to develop students' thinking about learning.	3.29	0.64	Agree	Implemented	1
Teachers focus on improving students' comprehension, analytical and problem-solving skills.	3.28	0.64	Agree	Implemented	2.5
Composite	3.27	0.65	Agree	Implemented	

Scale: 4.00-3.51=Strongly Agree/ Highly implemented;
3.50-2.51=Agree/ Implemented;
2.50-1.51=Disagree/low implemented;
1.50- 1.00=Strongly Disagree/ Not Implemented

Rank: Assign ranks based on the average value in descending order. For example, rank 2.5 is because the average value rank 2th and 3th. Therefore, simply add the total of 2 and 3 and divide by 2 to obtain the numerical rank of 2.5.

In terms of course assessment, the assessment of student-respondents on the aspect of learning of art professional training revealed a composite mean score of 3.27 with a 0.65 corresponding standard deviation interpreted to mean , "Implemented". This implied that the respondents assessment in the course assessment of art professional training is indeed in evident, suggesting that the process of instruction focusing on the students experiences and level are in line with the art content . Specifically, the highest mean score with first rank was apparent by focus of teachers on using heuristics to develop students' thinking about learning based on the mean value of 3.29 with corresponding standard deviation of .64 are unanimously observed . This was closely followed by the implementation of the course with engaging teacher teaching that stimulates students' interest in learning specialized knowledge that was tied at the mean value of 3.28 with a standard deviation of 0.68 and 0.64 respectively and, on the focus of teachers on improving students' comprehension, analytical and problem-solving skills , where the aspect of learning the art professional training is of greater relevant in propagating the art in the school.

Table 6. Assessment of Student-Respondents on the Implementation Art Program in terms of Learning Tools and Materials

Indicators	Mean	SD	Descriptor	Interpretation	Rank
Improve my learning efficiency through teachers' rational use of modern and visualized teaching methods and tools.	3.32	0.63	Agree	Implemented	3
During the implementation of the course, the teacher has guided me to make good use of existing databases, materials, and resources to expand my expertise.	3.31	0.62	Agree	Implemented	4
In the classroom, the multimedia equipment used by the teacher to deliver knowledge enables me to learn better.	3.34	0.63	Agree	Implemented	1.5
In the process of learning, they will break through the limitations of materials and use them skillfully for artistic creation.	3.34	0.65	Agree	Implemented	1.5
Library books and databases are one of my important learning tools.	3.19	0.74	Agree	Implemented	8
During the learning process, I will flexibly change the place of study according to the needs of the course, not confined to the classroom.	3.30	0.65	Agree	Implemented	5.5
Use of e-learning materials to increase my learning speed.	3.29	0.63	Agree	Implemented	7
I can make rational and adequate use of learning tools and materials to enhance learning outcomes.	3.30	0.61	Agree	Implemented	5.5
Composite	3.30	0.64	Agree	Implemented	

Scale: 4.00-3.51=Strongly Agree/ Highly implemented;
3.50-2.51=Agree/ Implemented;
2.50-1.51=Disagree/low implemented;
1.50- 1.00=Strongly Disagree/ Not Implemented

Rank: Assign ranks based on the average value in descending order. For example, rank 5.5 is because the average value rank 5th and 6th. Therefore, simply add the total of 5 and 6 and divide by 2 to obtain the numerical rank of 5.5.

Rank: Assign ranks based on the average value in descending order. For example, rank 1.5 is because the average value rank 1th and 2th. Therefore, simply add the total of 1 and 2 and divide by 2 to obtain the numerical rank of 1.5.

In terms of learning tools and materials, the assessment of student-respondents on the aspect of learning of art professional training revealed a composite mean score of 3.30 with a 0.64 corresponding standard deviation. This implied that the student respondents has agreed that the learning tools and materials are "Implementation" on the art professional training. This indicated by unanimous assessment indicative of its presence in art training. Of all the indicators, the ranked 1or 1.5 since they are tied in the top ranking has obtained mean score of 3.33 with sd at 0.65 and 0.63 respectively by the multimedia equipment that were used by teachers to deliver knowledge that enable the students to learn better and, the process of learning which the teachers failed to do due to the limitations of materials and use them skillfully for artistic creation. Contrariwise, the lowest mean score is in evident in the item library books and databases which are one of the students important learning tools, with mean value of 3.19 with corresponding standard deviation at .74,yet still, statistically Evident .

Table 7. Assessment of Student-Respondents on the Implementation Art Program in terms of Continuous Improvement

Indicators	Mean	SD	Descriptor	Interpretation	Rank
I think that the education model of art majors in today's colleges and universities is rigid and can be improved in cultivating students' sense of creativity and autonomy.	3.37	0.59	Agree	Implemented	6
I think there is still room for reform and improvement in the teaching system and course content.	3.36	0.62	Agree	Implemented	7
I think that the teaching methods and teaching tools can be improved and optimized.	3.38	0.61	Agree	Implemented	4.5
I think students' creativity can be better utilized in teaching and learning.	3.39	0.59	Agree	Implemented	3
I think it can be strengthened in the construction of faculty to improve the quality of practical teaching.	3.38	0.62	Agree	Implemented	4.5
I think it's possible to increase the opening of school laboratories.	3.47	0.59	Agree	Implemented	1.5
I think schools can establish off-campus internship bases to extend and deepen classroom laboratory teaching.	3.47	0.61	Agree	Implemented	1.5
I believe that college teaching is still out of touch with reality and needs continuous improvement.	3.31	0.67	Agree	Implemented	8
Composite	3.39	0.61	Agree	Implemented	

Scale:4.00-3.51=Strongly Agree/ Highly implemented;
3.50-2.51=Agree/ Implemented;
2.50-1.51=Disagree/low implemented;
1.50- 1.00=Strongly Disagree/ Not Implemented

Rank: Assign ranks based on the average value in descending order. For example, rank 4.5 is because the average value rank 4th and 5th. Therefore, simply add the total of 4 and 5 and divide by 2 to obtain the numerical rank of 4.5.

Rank: Assign ranks based on the average value in descending order. For example, rank 1.5 is because the average value rank 1th and 2th. Therefore, simply add the total of 1 and 2 and divide by 2 to obtain the numerical rank of 1.5.

In terms of continuous improvement, the assessment of student-respondents on the aspect of learning of art professional training revealed a composite mean score of 3.39 with a 0.64 corresponding standard deviation. Interpreted to mean "Implemented". This implied that the respondents' assessment on the continuous improvement of art cultivation are indeed implemented. It could mean that the respondents give higher premium on the effort of continuous improvement for the love improving art professional training in the school. The highest mean score or rank highly among the indicators are tied as Rank 1.5 are similarly evident by thinking the possibility to increase the opening of school laboratories based on the mean value of 3.47 with a corresponding standard deviation of 0.59 and on the item, establishing off-campus internship bases to extend and deepen classroom laboratory teaching with mean value of 3.47 and a corresponding standard deviation of 0.61. On the other hand, the lowest mean score was evident by the room for reform and improvement in the teaching system and course content.

3.Differences in the Assessments of Student-Respondents on the Aspect of Learning of Art Professional Training by Profiles

Table 8. Differences in the Assessments of Student-Respondents on the Aspect of Learning of Art Professional Training by Sex

Variable	Mean		t-value	sig	Decision Ho	Interpretation
	Male	Female				
Learning Objectives	3.30	3.12	2.768	.006*	Reject	Significant
Teaching Method	3.34	3.22	2.029	.043*	Reject	Significant
Course Assessment	3.35	3.22	2.040	.042*	Reject	Significant
Learning Tools and Materials	3.39	3.25	2.469	.014*	Reject	Significant
Continuous Improvement	3.45	3.36	1.560	.120	Accept	Not Significant
Overall	3.36	3.23	2.173	.045*	Reject	Significant

*Significant at .05

Table 8 shows the comparative assessment of the variable in terms of sex. Using a T-Test of Independent Samples, the differences in the assessments of student-respondents on the aspect of learning of art professional training has attained an overall t-value of 2.173 with its computed significant value of .045 which is lower than the pre-determined sig value at .05, therefore it rejects the null hypothesis , thus yielding significant results. This means that male and female student respondents differ in their assessment of the aspect of learning art professional training. Perhaps it has to do with their varying perspective of professional training or appreciating art.

By browsing the table of results in terms results, further showed that significant difference can be manifested in comparing the male and female assessment in terms of of learning objectives, teaching method, course assessment and learning tools & materials. Remarkably, there was no significant result found in continuous improvement which means that male and female student-respondents may have the same assessments on this specific aspect for its relevance in identifying quality with respect to art learning.

4.Assessments of Student-Respondents on the Dimensions of their Academic Performance

Table 9. Overall Assessment of Student-Respondents on the Dimensions of their Academic Performance

Variables	Composite				Rank
	Mean	SD	Descriptor	Interpretation	
Professional Knowledge	3.16	0.72	Agree	Very Satisfactory	1.5
Self-Planning	3.12	0.71	Agree	Very Satisfactory	3
Capacity Development	3.16	0.67	Agree	Very Satisfactory	1.5
Overall	3.15	0.70	Agree	Very Satisfactory	--

Scale: 4.00-3.51=Strongly Agree/ Excellent;
3.50-2.51=Agree/ Very Satisfactory
2.50-1.51=Disagree/Satisfactory;
1.50- 1.00=Strongly Disagree/ Not Satisfactory

Rank: Assign ranks based on the average value in descending order. For example, rank 1.5 is because the average value rank 1th and 2th. Therefore, simply add the total of 1 and 2 and divide by 2 to obtain the numerical rank of 1.5.

Depicted in Table 9 is the overall presentation of the assessment on the dimensions of the academic performance of students. It revealed a composite mean score of 3.15 with a 0.70 corresponding standard deviation. This means that academic performance of the respondent student is in “Very Satisfactory” as claimed by themselves. Moreover , the sub-variables or the component indicator for academic performance are Professional knowledge, self planning and capacity development . Considering, the manner in which academic performance was assessed, it can be noted that among the three sub-variables, the highest ranking is tied with Professional knowledge and capacity development ,with a composite mean score of 3.16 at 0.72 standard deviation . Preferably was equally evident by professional knowledge and capacity development followed by self-planning.

5. Correlations between the Assessments of Student-Respondents on the Implementation of Art Program and the Dimensions of their Academic Performance

Table 10 presents the correlation between assessed implementation of art program and its cultivation and Academic Performance dimensions. Using a Product Momen Correlation Coefficient or Pearson r, the relationships between the status of implementation and the dimensions of academic performance of students. Since the sig value is lower than the pre set value a .01, the results reject the null hypothesis , therefore there are significant relationship between and among the specific pairs of their respective variables between the two constructs. The degrees of correlations suggested moderate to high positive relationships as evident by the coefficients of .558 to .787 . This implied that aspects of implementation of art program have influenced the dimensions of academic performance of students or vice-versa.

Table 10. Correlations between the Assessments of Student-Respondents implementation of Cultivating Art Program and the Dimensions of their Academic Performance

Implementation of cultivating Art Program	Statistical Treatment	Dimensions of Academic Performance		
		Professional Knowledge	Self-Planning	Capacity Development
Learning Objectives	Pearson r	.762**	.760**	.759**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant
Teaching Method	Pearson r	.719**	.720**	.679**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant
Course Assessment	Pearson r	.722**	.702**	.674**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant
Learning Tools and Materials	Pearson r	.787**	.764**	.723**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant
Continuous Improvement	Pearson r	.594**	.558**	.613**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

*Correlation is significant at the 0.01 level (2-tailed).

8. Discussions

This part of the paper presents the summary of findings that culled from the analyses of the data , conclusions derived from the findings and the recommendations for future directions. It also presents the proposed output of the study.

Summary of Findings

1.Profile of the Respondents.

In terms of the profiles of the student-respondents, the majority of them were female. It also showed that the highest frequency in their grade level was apparent in Grade 3. Furthermore, the age of the respondents revealed that the highest frequency was among those in age bracket belonging to 21 years old and above. Finally, the majority of the number of respondents showed that they were enrolled in Arts Design as major subject.

2.Assessments of Student-Respondents on the current status of implementation of Art Program.

Overall, the assessments of student-respondents on the status of implementation of art program were “Implemented” as unanimously assessed by themselves. Moreover, continuous improvement attained top rank, followed closely by learning tools and materials; course assessment; teaching methods, and where the learning objectives, ranked last. The result is indicative that learning of art is given a quality assurance for growth and productivity.

3.Differences in the Assessments of Student-Respondents on the implementation art program when grouped by Profiles. Using the t-test independent samples, the following variations were observed as follows:

3.1 Differences when grouped according to sex: There was a significant difference in the assessment of status implementation of art program and training between male and female respondents in the aspects of learning objectives, teaching method, course assessment, and learning tools and materials except in continuous improvement aspect.

3.2 Differences when grouped according to grade level: There was a significant difference in the assessment of aspect of learning art professional training between Grade 3 and 4 respondents in the aspects of learning objectives, but not in the aspects of teaching methods, course assessments, and learning tools and materials and continuous improvement aspects.

3.3 Differences when grouped according to age : There was no significant difference in the assessment of all aspect of implementing of art program in terms of age . namely in the aspects of learning objectives , teaching methods, course assessments, and learning tools and materials, and continuous improvement aspects.

3.4 Differences when grouped according to major subjects : There was no significant difference in the assessment of all aspect of learning art professional training in terms of major subjects; namely, in the aspects of learning objectives , teaching methods, course assessments, and learning tools and materials, and continuous improvement aspects. This implied consistency in the assessment regardless of their major subjects.

4.Assessment of Student-Respondents of their Academic Performance.

The academic performance indicators are professional knowledge, self-planning and capacity development as dimensions of their academic performance. The result on the assessment of the respondents indicated that the dimensions of professional knowledge and capacity development are equally “evident”, indicating similar rank, followed by self - planning.

5.Correlations between the Assessments of Student-Respondents Aspects of Learning of Art Professional Training and the Dimensions of their Academic Performance .

Using a Product Momen Correlation Coefficient or Pearson r, the relationships between the aspects of learning of arts professional training and the dimensions of academic

performance of students yielded significant correlations between and among the specific pairs of their respective variables. The null hypothesis was rejected at a 1% level of significance. The degrees of correlations suggested moderate to high relationships as evident by the coefficients of .5 and above. This implied that aspects of learning of arts professional training influenced the dimensions of academic performance of students or vice-versa.

9. Conclusions

Based on the findings of the study , the following conclusions are hereby drawn:

The choice of students and its profile for the data sampling provide a more profound avenue in calculating the various aspects of implementation of art program in professional training.

There are unanimous assessment on the implementation of art program in raising the premium of self- discovery in the cultivation for art professional training.

It can be inferred that the profile of student-respondents utilized in comparative assessment put premium in calculating its varying influence on the status of implementation that could lead to the cultivation of arts for training.

Implementation of art program can raise the bar in cultivating better academic performance of the Art students.

Finally, it can be inferred that cultivating the art program, learners can construct their own knowledge and skills in the arts by observing, practicing, reflecting and communicating, and translate the knowledge gained into practical action and adopt a positive and enterprising attitude to face and feed back into society.

10. Recommendations

Based on the findings and drawn from the conclusions of the study, the following suggestion for implementations are hereby put forward;

There is a need to revisit the art program implemented so that the specific aspects for cultivation be identified, highlighting the relevance of professional development.

2. Fully understand the needs of society and the market for art professionals, oriented to the needs of society and the market, with the goal of cultivating talents, and in the learning objectives in the teaching of courses in the art program be cleared to students to avoid insufficient information leading to negative cultivation of talents for training.

3. Looking into the result on the assessment of current status of art program, the continuous improvement was valued among the student assessment, therefore the art department should ensure that updated programs, learning materials should be abound to keep up with the needs of the students in the art major program of study..

4. Cultivation of art programs need not be held in the schools, there are outside school activities / after school activities that will energize art appreciation for cultivation of new talents.In the process of professional training, you can make full use of art museums, art galleries and other spaces extended beyond the classroom to obtain more teaching resources and stimulate students' enthusiasm for learning.

5. Finally, this study is based on rigorous data collection and analysis to fully understand the current situation of art professional training in the five universities in Guangzhou, and the researcher is recommending to the targeted school management in the Guangdong Province to adopt the proposed program for enhanced art cultivation according to their own school situation.

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