



A STUDY OF THE PRACTICE MANAGEMENT AND EXPLORATION
ON CONTEMPORARY ART COLLEGE STUDENTS IN HUNAN
UNIVERSITIES

BY
YANKUN HUANG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
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Independent Study Title A Study of the Practice Management and Exploration
on Contemporary Art College Students in Hunan
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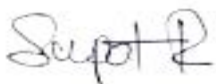
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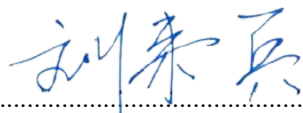
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Abstract

The goal of this paper is to investigate and analyze the current situation of art practice and management of art students today, and on this basis, to propose feasible ways to practice and improve management strategies. This paper discusses strategies to enhance the practice management skills of contemporary art college students, including enhancing practice courses, strengthening internship practices, conducting case studies, improving communication and collaboration skills, providing more professional lectures and seminars, and improving teachers' standards. Through the implementation of these strategies, it helps to cultivate students' practical skills and teamwork abilities and lay a solid foundation for their future career development.

Keywords: practice management skills; art college students; practice courses

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Chapter 1

Introduction

1.1 Statement of the research problem

Art practice is an important process of combining theory and practice, and is an important space for extending and expanding classroom teaching. Art practice is the key to music education and teaching, and has functions and roles that cannot be replaced by any other form of teaching. It is an important link to improve students' artistic quality and enhance their artistic practice ability; at the same time, it is also an important way to guide students to connect theory with practice and cultivate their comprehensive quality and innovative consciousness. Art practice carries out a series of students' art practice and performance activities, mainly from the cultivation of students' art practice ability, from the self-activity, so that students can improve their business level through a large number of art practice activities in various art practice activities, so that their performance ability can be more fully exercised and improved in the process of art practice, and at the same time, so that students can play their own subjective initiative and innovation ability, etc. All aspects of the students will be exercised. It is the essence of art practice to lead students into life and social practice, to continuously discover the most real and ordinary materials and inspirations for artistic creation, to reflect on them in conjunction with theoretical knowledge, and to perfect their independent perception of various phenomena.

1.2 Research objectives

The goal of this paper is to investigate and analyze the current situation of art practice and management of art students today, and on this basis, to propose feasible ways to practice and improve management strategies.

1.3 The Research Hypothesis

The research hypothesis of this paper is based on a toward analysis of the current problems of art practice and management of today's art college students for the general public situation.

1.4 Limitation The and Scope of the study

The limitations of this study are mainly that art survival lies in different professional art colleges and teacher training colleges, comprehensive universities, etc. Each school has different specifications and requirements for art practice and education management, and cannot involve the precise educational characteristics of each university for analysis.

1.5 Research Terminology

Term 1: Art college students

Term II: Art Practice Management and Inquiry

1.6 Research Benefits and significant

This study explores strategies to enhance the practice management skills of contemporary art college students from several aspects, with a view to providing useful references for art education reform. By implementing these strategies, it helps to cultivate students' practical skills and teamwork abilities, laying a solid foundation for their future career development. However, the process of enhancing practice management skills needs to be constantly adjusted and improved to meet the changing social needs and educational environment.

Chapter 2

Literature reviews

2.1 current situation of contemporary art college students' practice

Art college students have a wide variety of school distribution, including professional colleges, comprehensive universities, teacher training universities, etc. Therefore, when sorting and analyzing the literature on art college students, it is necessary to sort out the categories of different institutions and the different psychological characteristics of college students' research.

Jiang Xinwen (2021) mainly analyzes the problems existing in the teaching status of private art vocational colleges, the status of teachers, the status of student internships, etc., researches and proposes several strategies for the management of art practice of college students in private colleges and universities in Fujian Province, and finally discusses the development direction of art practice education activities in colleges and universities.

Zhang Lu and Xie Yuting (2020) investigate and analyze the current situation of teaching and management, the current situation of teachers, and the current situation of student internship in five independent colleges and universities in Beijing, and take the Beijing Student Film Festival as an example to discuss the historical development of art management discipline and reflect on the education and teaching of the discipline, aiming to provide a broader thinking space for art management students. He also points out that in the art management education and teaching system, the positioning of the discipline and the construction of the system are especially crucial and important.

Zhang Ye (2019) explores the current situation of art cultivation in China, the influence of art cultivation on college students, and the importance of art cultivation learning in university education to enhance students' overall development. It is believed that China's higher education focuses on shaping the professional ability of college students, but society's requirements for talents are more comprehensive, including the work attitude, responsibility, and overall

quality of graduates, then students' three views guidance, personality training, and overall training, all need to be fully cultivated in school. In order to explore the impact, significance, and cultivation methods of artistic cultivation on students, we are going to discuss the following aspects.

Yuan Hui (2019) believes that art majors have very individual characteristics, such as maturity of mind, quick thinking, independence and other unique qualities. However, accordingly, art students also have their own disadvantages, such as lack of collectivism and weak cultural foundation. These characteristics are caused by professional, teacher and family factors. In this paper, we propose new ideas and new perspectives for the education and management of art college students according to their strengths and weaknesses.

Huang Sichao (2017) From the current situation of art college application, in the 21st century, an era that focuses on talent cultivation and education, more and more high school students step into the campus of college. With the increase in the number of higher education institutions for talent cultivation, the majors offered by higher education institutions are also varied, and many higher education institutions offer art majors to attract the vast majority of high school students. The problems brought by the increase in the number of art students are gradually surfacing. For art students in higher education institutions, education management is the biggest problem in the whole education and learning process. Because all art college students generally have the disadvantages of poor learning foundation and weak comprehensive quality, so they should focus on strengthening the education management link in the process of entering higher education institutions.

Zhang Jia (2016) believes that at the present stage, art college students have rich and sensitive emotions, outstanding personalities, but weak cultural foundation, focus on professional learning, while ignoring overall development, and some students have loose living habits. On the basis of objective analysis of the characteristics of art college students in private colleges and universities, a whole process, phased and targeted art college student cultivation strategy is proposed, aiming to cultivate the comprehensive quality of art college students and improve the innovation and practice ability of art college students.

Wang Liyan (2013) points out that art practice is one of the teaching contents of art colleges and art majors, which is a demonstration of students' knowledge and skills and the main form of art college students' active participation in social practice activities. Art practice activities are mainly composed of professional competitions and art shows, and are organized by colleges and universities for students to participate collectively, taking into account professionalism, academic research and social welfare. It is an important platform for colleges and universities to cultivate excellent artistic talents' professionalism.

In their research work, Wang Xin and Wang Yinhua (2006) pointed out that the education and management of art students is a difficult problem in the education and management of students in colleges and universities. They analyzed the strengths and weaknesses of art students from their personalities and commonalities. He proposed new ideas, new concepts and new practices for the education and management of art students in the new historical period.

Kong Fandong (2009) proposed that art students in comprehensive colleges and universities not only have the common characteristics of general college students, but also have distinctive art characteristics. He also proposes to take the Party's education theory as the guiding ideology, the initiation education of college students into the Party, the construction of academic style, the second classroom activities, the network education platform and the construction of campus culture as the content, and the student cadres, counselors, class tutors and Party teachers as the main backbone to explore and practice the establishment of the ideological education and management system for art students in colleges and universities. The aim is to provide reference for the ideological education and management of students in colleges and universities.

Dong Li (2022) cut into the education management of art college students from the perspective of art examination. She also points out that the number of art students is on the rise, which poses a greater challenge to the management of students in colleges and universities. For the administrators of art colleges, it is necessary to explore the management mode that is suitable for the characteristics of art students nowadays. Starting from the management of college students, we

discuss the connotation value, principle concept and process method of college students' management, and then give an overview of college art education, propose the cultivation method of humanistic quality of college art students, and prospect the future development and innovation of college students' management, which provides an important reference for student management workers in art colleges.

The study by Shunren Zhang (2020) points out that the content and forms of large academic activity projects in art colleges and universities are rich and diverse, and the difficulty of organizing and implementing them is also high. The study focuses on the organization and implementation of large-scale academic activities in art colleges and universities. Based on the analysis and practical research, the study explores the benign working mechanism of large-scale academic activities in art colleges and universities with the help of management knowledge, methods and tools. It is important to solve the problems and challenges faced by art colleges and universities in organizing large-scale academic events, to further feed the colleges and universities, and to forge their unique cultural temperament.

Sun, Xubo, and Niu, Shujiao (2020), in their experience in art education, concluded that it is different from other disciplines and therefore requires a specific teaching management model. As a practitioner of art teaching, we propose a discussion on the teaching management of art subjects from our own teaching experience, starting from the teaching characteristics of art subjects, in order to provide reference for subsequent teaching.

According to Zhang Jing Yue (2019), art student management is one of the most important and indispensable elements in the education management process of private colleges and universities, which is directly related to the cultivation and delivery of more high-capacity and high-quality art professionals to the society. In the practice of art student management, private colleges and universities should continue to optimize and improve the content and methods of student management to ensure that they can strengthen the interaction and communication with students, fully grasp the personalized learning and development needs of students, so as to carry out targeted student management.

Zhang Shaohua (2018) points out that art practice teaching activities are an important form of art professional teaching and an indispensable carrier of moral education for college students, a special course that integrates art practice teaching and moral education, with obvious moral education functions, and through various forms of art practice teaching activities, cultivate students to establish a correct world view, view of life and view of art, and understand "learning art. It is an effective way to carry out moral education in art colleges and universities.

According to Yin (2015), the definition and classification of artistic practice in music education. Music education, due to its own practical nature, covers a much wider range than other education, including not only basic knowledge transfer, but also connotation performance, skill training, and aesthetic perception. In addition, music education also needs to be combined with art practice in order for students to get the most out of it. In music schools, "teaching-centered" art practice is intended to reinforce teaching, practice, enhance artistic expression, and expand artistic horizons. "Artistic practice" in music schools refers to the purposeful training of students to apply their professional knowledge outside of the school classroom.

According to Zhang Wei (2010), driven by both the rational demand for art talents and irrational social factors, the number of students enrolling in art majors is increasing, and art colleges have begun to expand their enrollment scale. At the same time, many comprehensive universities have also opened art majors. The expansion of the number of art students has posed a challenge to the quality of talent cultivation, and it has become a contemporary proposition for student management in colleges and universities to explore the management mode that adapts to the characteristics of art students in the new historical period. It is also suggested that art students have their own characteristics in terms of thought, behavior, psychology, professional attitude and humanistic qualities, and the management of art students should be targeted. After reviewing the relevant literature, we present the psychological, philosophical and managerial bases of art students' management, and highlight the history of student management in colleges and universities, including art colleges, which provides a clear academic background for further research. In order to propose more targeted measures for student

management, the study analyzed the characteristics of art students and conducted a survey on the current situation of student management. There are many problems, such as unreasonable orientation of student management, student management system does not meet the needs of social development, and the concept of student management lacks modernity. In response to the findings, the study explored the management practices of art students in terms of strengthening institutional construction, focusing on emotional investment, implementing independent management, trying to penetrate education, and paying close attention to crisis management, based on the actual work of Xie Jin College of Film and Television Arts of Shanghai Normal University and combining student management theories such as people-oriented, rigid and soft, harmonious and unified, and gradual progress.

Liu Zhen (2017) proposed that the cultivation of art talents in China is in the background of the double-driven by the irrational factors in society and the reasonable demand for talents in the market, coupled with the expansion of colleges and universities in China in recent years, more and more students are enrolled in art majors, which puts forward higher requirements for the management of art students in colleges and universities. Therefore, in the new period, how to innovate the management mode according to the characteristics of college art students, analyze the basic characteristics of art students, and practice to explore the management optimization measures for this group.

Liao Juan (2017) suggests that with the continuous reform of China's education, art education has created new teaching concepts and teaching methods according to its own characteristics, and has made some corresponding improvements in the original teaching management, especially for the management of teaching plans, the evaluation system of teaching quality, the management of teaching process and the teaching management of credit system.

Pu Xianjuan (2014) On the basis of the new situation of current development of art colleges and universities in the literature, combined with the actual situation of teaching in art colleges and universities, analyzed the strategies of practical teaching management in art colleges and universities, pointed out that

art colleges and universities should change their concepts, promote the integration of theory and practice, comply with the characteristics of students' physical and mental development, and construct the practical teaching system scientifically.

Li Wen (2013) proposed that art students in the 7th to 8th semester of undergraduate teaching are not able to grasp the meaning of internship and waste the valuable internship period. In the 7th to 8th semester, the students will be able to accomplish their practical goals and be better prepared for the workplace.

Lu Zhigao (2010) proposed that the growth and professional cultivation of higher vocational art students have unique characteristics, and in the process of education and management of art students, we should actively analyze the characteristics of art students, combine the laws of higher vocational education, actively explore the management mode of higher vocational art students, and can implement the management method of studio mode.

Li Peihong (2022), starting from two characteristics of higher education in Beijing opera, the "five pairs" concept, four visions, three evaluations, and one principle, combined with years of teaching management and front-line teaching practice to do some thinking, exploration, and practice on undergraduate teaching in Beijing opera. He concluded that the undergraduate teaching of Peking Opera should respect the methods, guidelines and approaches of higher education, but also have its own teaching characteristics and unique path.

2.2 A comprehensive research discussion on the current situation of contemporary art college students' practice management

2.2.1 Relative lag of practical curriculum

The current situation of practice management of contemporary art college students, the problem of relatively lagging practice curriculum is reflected in several aspects. The management of art practice education in China's colleges and universities is immature and in the stage of exploration to be developed, but with the development of the country, the economy is becoming more and more prosperous and the arrival of diversified globalization, so that domestic industries or institutions have more experience and experience to learn from foreign countries.

China now attaches great importance to the education and management of art practices in colleges and universities, and there is a great concern for the urgent need of talents. It is difficult for educators to avoid traditionalism and dogmatism, and for teachers to take into account comprehensive quality education when facing management. The fundamental reason is the lack of diversified management of "people", the so-called "teaching according to ability", different students need to analyze different inner worlds, especially art students, who are more expressive and individual. We can set more emotional activities in the subject curriculum to drive students' motivation and discover their inner world in teaching. Plato once said: "Our artists must first of all be people who can recognize the nature of true beauty, and secondly they have the determination to make our young people live in a healthy environment full of beautiful sights and pleasant sounds, so that they will accept everything that is beautiful". This passage makes us deeply aware that the real material world and our own spiritual world are indispensable, and that people need to have faith, pursuit and awareness of beauty in order to break out in this material society. First, the curriculum is too theoretical and lacks relevance and practicality. In many art colleges and universities, the curriculum is mainly focused on theoretical subjects, often ignoring the importance of practical courses in the cultivation of art students' abilities. This results in students being rich in theoretical knowledge but stretched in practical operation and creative ability. Secondly, the types and contents of practical courses are single and cannot meet the diversified needs of students. In the existing practical curriculum, many courses are only focused on teaching basic skills, such as painting and sculpture, and lack attention to the development trend of contemporary art. This makes it difficult for students to adapt and apply quickly when they are exposed to emerging art forms and techniques, thus reducing their competitiveness in the art field. Furthermore, the lack of practical teaching resources restricts the development of students' practical skills. Many art colleges and universities have limited investment in practical teaching, making it difficult for the practical teaching environment and facilities to meet the needs of students. In addition, the faculty of some institutions are deficient in practical teaching experience and ability, and are unable to provide

adequate guidance and support for students. In addition, the assessment methods of practical courses are too simple and rigid, lacking effective means to stimulate students' motivation and creativity. Many practical courses adopt traditional assessment methods, such as final work assessment, which ignore the attention to students' actual operation process and creative ideas. This makes it difficult for students to experience the sense of achievement brought by practical courses in the learning process, which affects their commitment in the practical sessions.

2.2.2 Lack of practical teaching resources

In the practice teaching of contemporary art college students, the lack of practice teaching resources is a serious problem, which limits the development and improvement of students in practice and affects the effectiveness of practice teaching. This problem is manifested in several aspects. First of all, the lack of professional practice facilities is a major problem. Art majors need to use a lot of professional tools and equipment for practice, such as cameras, painting utensils, sculpture tools and so on. However, some colleges and universities are lacking in the construction of practical teaching facilities and cannot provide sufficient practice environment, which makes students unable to practice in real scenes and limits their development. Secondly, the lack of practical teaching materials is also a problem. Art majors need to master a large number of skills and knowledge, and practical teaching materials are an important basis for students' learning and practice. However, some colleges and universities do not have perfect practice teaching materials, and students lack reference and guidance in practice teaching, which makes it difficult for them to comprehensively understand the course content, which will affect their practice effect. In addition, the lack of funding for practice teaching is also a serious problem. Purchasing modern art equipment and tools requires a lot of financial support, and some colleges and universities lack sufficient financial support in practice teaching to provide quality practice teaching environment, which will limit students' practice opportunities and experiences. In addition, the lack of practice teaching places is also a problem. Some colleges and universities lack special practice teaching places and cannot provide a good practice teaching environment, which makes students unable to have sufficient practice. In

this case, students can only practice in a limited space and cannot practice in a more realistic environment. Finally, the uneven quality of practice teachers is also a problem. The quality of practice teachers has a very important influence on the practice effect of students, however, the quality of practice teachers in some colleges and universities is uneven, lacking practical experience and unable to provide effective guidance and support, which will affect the practice teaching effect of students.

2.2.3 Single way of practical teaching

The single way of practice teaching for contemporary art college students is a very serious problem. First of all, the practice content is repetitive. Some colleges and universities have repetitive practical teaching contents, lacking innovation and diversity. This makes students lack of challenge and stimulation, unable to give full play to their practical ability, and difficult to cultivate innovative spirit and creativity. Secondly, the practice method is single. Some colleges and universities only focus on students' manual practice ability and ignore other practice methods, such as digital practice and creative design practice. This makes students unable to develop practical skills comprehensively and adapt to the needs of future career development. In addition, the single practice environment is also a problem. The single practice teaching environment in some universities lacks diversity and innovation, which cannot meet the different practice needs of students and affects the development of students' practice ability. In this case, students lack opportunities and resources for practice and find it difficult to get comprehensive practical experience. Finally, there is a single way to evaluate practice teaching. Some colleges and universities only focus on the results of students' works, but ignore the thinking, exploration and experimentation etc. in the process of students' practice. This makes students unable to comprehensively understand and master the content of practical teaching and lack comprehensive practical ability and literacy.

Chapter 3

Research Methodology

3.1 methods of study

3.1.1 Literature-based approach

The thesis adopts the literature method, using "art college students, practice management, education management" as key words, and collects relevant information through websites such as China Knowledge Network, Wanfang Data, and Vipshop. The theoretical foundation for the research and writing of the thesis is laid by identifying the literature that can be borrowed from.

3.1.2 Questionnaire method

In order to understand the current situation of contemporary art college students' practice, based on the theoretical literature and research reports on art college students' internship and employment, we designed the "Hunan contemporary art college students' practice management and investigation - student questionnaire", "Hunan contemporary art college students' practice management and investigation - teacher questionnaire", and "Hunan contemporary art college students' practice management and investigation - expert questionnaire" to conduct surveys on some students and some teachers in various universities in Hunan. - Teachers' Questionnaire" and "Hunan Contemporary Art College Students' Practice Management and Exploration - Experts' Questionnaire" were designed to survey some students and teachers in various universities in Hunan, and to interview art experts in Hunan Province.

3.1.3 Mathematical and statistical method

The returned valid questionnaires were statistically processed using Microsoft Excel, and the results were analyzed.

3.1.4 Logical analysis method

The questions and contents of the survey in the questionnaire are organized, logically analyzed in the context of all the actual situations, and conclusions are drawn through induction and evolutionary reasoning.

3.2 Population and Sampling method

The subjects of this study were 38 art teachers teaching in Hunan art colleges and universities (including comprehensive and teacher training colleges) and 1268 graduating college students in some art classes. Questionnaires were distributed to them separately for the survey. Finally, 36 valid questionnaires were obtained for teachers and 1090 for students.

3.3 Data collection

According to the research theme of this study, a questionnaire survey was conducted to investigate the current situation of the graduating school students in Hunan's art colleges and universities. This study uses the self-edited "Practice Management and Inquiry of Contemporary Art College Students in Hunan (Students)" and "Practice Management and Inquiry of Contemporary Art College Students in Hunan (Teachers)" to distribute questionnaires to 38 art teachers involved in teaching and 1,268 art college students who are about to graduate in the university, and the questionnaires contain four major aspects involved in the current situation of practice management and inquiry of contemporary art college students, which are Teachers, students, practice courses, and practice teaching resources. The data on teachers' teaching team, teaching objectives, teaching organization, teaching assessment and evaluation, teaching effectiveness, and teachers' participation in training were collected and organized. The data on students' awareness, students' satisfaction, and students' practice are collected and organized. Data were collected and organized on the aspect of practice courses on course management organization, management mechanism of practice courses, management style of practice courses, and effect of practice courses. Data were collected and organized on the basic conditions of practice teaching resources and the use of on-campus and off-campus resources.

Questionnaire distribution and recall:

The questionnaires were mainly distributed in the form of field and mail. There were 1268 questionnaires distributed to students, 1090 of which were collected, with a recovery rate of 85.9%, 1056 of which were valid, with a valid recovery rate of 96.9%. 38 questionnaires were distributed to teachers, 36 of which were returned, with a 94.7% return rate, and 36 of which were valid, with a 100%

return rate. 10 questionnaires were distributed to experts, and 10 questionnaires were collected, with a 100% recovery rate, and 10 valid questionnaires were collected, with a 100% valid recovery rate, as shown in the following table.

Statistical table of questionnaire distribution and recovery

Questionnaire Category	Quantity issued	Recycling quantity	Recovery rate	Effective number	Efficient
Student Questionnaire	1268	1090	85.9%	1056	96.9%
Teacher Questionnaire	38	36	94.7%	36	100%
Expert Questionnaire	10	10	100%	10	100%

Reliability testing of the questionnaires: In order to ensure the reliability of the materials obtained from the questionnaires, 5 and 30 questionnaires were distributed to teachers and students respectively according to the retesting method. After one week interval, 5 teachers and 30 students were retested and the reliability of the questionnaire was tested by statistical analysis.

Validity test of the questionnaire: To ensure the validity of the content of the questionnaire, expert consultation was first conducted after the questionnaire design was completed, and opinions were widely solicited, and modifications and additions were made according to the experts' suggestions. Then 10 associate senior experts who are engaged in art in universities were asked to review and evaluate it. From the results of expert evaluation in the following table, the questionnaire has validity for the study of this thesis and can be investigated by teachers and students in Hunan art colleges and universities.

Statistical table for validity test of the questionnaire (N=10)

Projects	Very reasonable	Reasonable	General	Unreasonable	Very unreasonable
Content of the questionnaire	9	1	0	0	0
Structure of the questionnaire	8	2	0	0	0
Measurement of the questionnaire	8	2	0	0	0

3.3 Data preparation and analysis

In this study, data from student questionnaires and teacher questionnaires were compiled and analyzed using descriptive statistics.

Chapter 4

Result of Data Analysis

4.1 The situation of art teaching faculty in each university in Hunan

The study investigated the art teaching faculty of each university, and the survey was conducted on all 36 teachers, and the basic information of teachers, which included age, gender, education, teaching age and title structure; teaching objectives; teaching mode; teaching assessment and evaluation; and data on teachers' participation in training were processed respectively.

4.1.1 Basic information of teachers

Table 4-1 Age statistics of teachers (N=36)

Age	Number of people	Percentage
Under 30 years old	3	8.4%
31-40 years old	8	22.2%
41 - 50 years old	13	36.1%
Over 51 years old	12	33.3%
Total	36	100%

Table 4-2 Gender statistics of teachers (N=36)

Gender	Number of people	Percentage
Male	24	66.7%
Female	12	33.3%

Table 4-3 Statistics of teachers' education (N=36)

Academic qualifications	Number of people	Percentage
Undergraduate	0	0%
Master's Degree	2	5.6%
Doctoral students	34	94.4%

Table 4-4 Statistics of teachers' titles (N=36)

Title	Number of people	Percentage
Professor	12	33.3%
Associate Professor	22	61.1%
Lecturer	2	5.6%
Teaching Assistants	0	0%

Table 4-5 Statistics of teachers' teaching experience (N=36)

Teaching experience	Number of people	Percentage
Less than 1 year	0	0%
1-4 years	2	5.6%
5-8 years	11	30.6%
More than 9 years	23	63.8%

According to the above data processing of the basic situation of the participating art professional college teachers, it can be found that, firstly, in terms of age and teaching age, the number of teachers under 51 years old accounts for 33.3%, the number of teachers between 41 and 50 years old accounts for 36.1%, and the teaching age is dominated by 9 years, accounting for 63.8%. It shows that there are quite a lot of teachers with deep seniority in Hunan art colleges and universities. They have enough teaching experience and can accurately grasp the teaching rhythm and teach according to the material in the actual teaching activities. However, the teaching is usually not very lively, or there are some rules and regulations, and students will be bored for a long time. So after a long period of teaching, teachers also need to learn new teaching ideas and start practicing with students.

Secondly, the gender statistics results indicate that the number of male teachers is significantly higher than the number of female teachers, which is also in line with the characteristics of Chinese art teachers with more men than women, although men have higher creative artistic achievements in the world of art, but to a certain extent compared to women's sensual perspective in dealing with the work is

still not as delicate. Once again, the results of art teachers' education and titles can be found that the education of Hunan's art college teachers shows a high level of education, in terms of titles most of them are mainly associate professors, and there are also a large number of professors with master's or doctoral degrees, with a relatively broad knowledge base and relatively superb teaching skills, and a short time to adapt to teaching activities, with the characteristics of quick results and strong adaptability.

4.1.2 Art practice course teaching assessment and evaluation

Assessment and evaluation is an important part of teaching activities and an important part of school organization and management, so the validity and scientificity of the evaluation results are of great importance. The teaching evaluation of art practice course is a direct manifestation of its teaching results. It is based on the established objectives of art practice course, and scientific evaluation means are used to evaluate the process and results of teaching activities of art practice course as the basis and foundation for carrying out subsequent teaching activities. The author investigated the assessment and evaluation of art practice courses in various colleges and universities in Hunan, and the results are shown in Table 4-6.

Table 4-6 Assessment and evaluation of teachers' art practice courses (N=36)

Appraisal and Evaluation	Number of people	Percentage
Practice 80% + usual 20%	13	36.1%
Practice 70% + usual 30%	17	47.2%
Practice 50% + usual 50%	6	16.7%

According to the above table, it can be seen that the assessment and evaluation of different teachers in teaching art practice courses are different, and the number of teachers with 70% of practice grades plus 30% of usual grades accounts for the most, 47.2%. It means that the assessment and evaluation of art practice courses in each art college in Hunan is based on practice grades.

4.1.3 Participation of teachers of art practice courses in training

Continuing education is an important way to continuously improve the knowledge structure of physical education teachers, improve their own quality, and enhance their business ability to meet the needs of the times, and the number of trainings reflects, to a certain extent, the level of teachers' ability to keep up with the times in teaching methods and other aspects. The author conducted a survey on the participation of teachers in training in various art colleges and universities in Hunan, and the results are shown in Table 4-7.

Table 4-7 Number of teacher participation in training (N=36)

Number of trainings/per academic year	Number of people	Percentage
0 times	0	0%
1-2 times	18	50%
3-4 times	14	38.9%
More than 5 times	4	11.1%

From Table 4-7, we can find that the number of teachers in each art college in Hunan participated in training 1-2 times per academic year is 18, accounting for 50%, and the percentages of 3-4 times and more than 5 times are 38.9% and 11.1%, respectively. The above data indicate that the number of training sessions for teachers of each art college in Hunan is moderate and the teaching is stable.

4.2 Student learning of art practice courses in various art colleges in Hunan

With the deepening of China's curriculum reform, the student-oriented concept has gradually taken root, the main position of students in educational activities has become increasingly prominent, and the student-oriented educational thought has penetrated into all teaching activities, so in the process of teaching activities of art practice courses in art colleges and universities, we should fully respect and pay attention to the main position of learning, understand students'

ideas and suggestions, and strengthen the effective communication in order to improve the effectiveness of teaching.

Therefore, the author conducted a survey related to students' perceptions of art practice courses, students' satisfaction with public physical education classes, and students' interests.

4.2.1 Students' perceptions of art practice courses

Table 4-8 Students' perceptions of art practice courses (N=1056)

Awareness of class purpose	Number of people	Percentage
Skill Acquisition	1056	100%
Learn to apply	897	84.9%
Graduation Preparation	1056	100%
Cultivate the emotions	698	65.1%

From Tables 4-8, it can be seen that there is inconsistency in students' perceptions of the purpose of the art practice course lectures, among which 1056 students (100%) think that the purpose of the art practice course is skill learning and graduation preparation, but the purpose of the art practice course is learning to apply and cultivating emotion (84.9% and 65.1%). The above shows that students' perception of art practice course has some deviation.

4.2.2 Students' satisfaction with art practice courses

Table 4-9 Student Satisfaction with Art Practice Courses (N=1056)

Satisfaction	Number of people	Percentage
Very satisfied	87	8.2%
Satisfaction	298	28.2%
General	549	52%
Dissatisfaction	122	11.6%
Very dissatisfied	0	0%

From the above table, it can be seen that the students' satisfaction performance for the art practice course is not satisfactory, among which the number

of average and unsatisfied students are 549 and 122 respectively, accounting for 52% and 11.6% of the total number of students respectively. In the survey of students' visits, I found that the main reasons why they were dissatisfied with the art practice course were, firstly, that the school offered fewer practice programs, and secondly, that the off-campus practice activities conflicted with the daily curriculum, so they were not satisfied with the art practice course.

4.3 Management of art practice schools in each art college in Hunan

The author conducted a survey and visit to the situation of art practice management courses in various art colleges and universities in Hunan and combined with interviews with teaching professors and administrative teachers of various art majors to discuss and study the problems of practice management for art college students today, and came up with the following teaching objectives of practice courses.

4.3.1 Practical teaching goal system

1. Contents of the system of practical teaching objectives

- (1) To enable students to gain practical knowledge, broaden their horizons, enrich and enliven their minds, deepen their understanding and mastery of theoretical knowledge, and then revise, expand and innovate theoretical knowledge in practice.
- (2) Cultivate students' basic skills and professional and technical skills, so that students have the professional quality and ability to engage in a certain industry. It includes four aspects: first, practical ability; second, vocational quality; third, entrepreneurial ability; and fourth, vocational qualification.
- (3) To enhance practical emotions and practical concepts, to cultivate good professional ethics and sense of responsibility, to cultivate a practical and serious scientific attitude and a hard-working and persevering style of work, and to cultivate the spirit of exploration and innovation.

2. Adjustment of teaching objectives

The objective system of practical teaching is constructed with the cultivation of vocational ability as the main line, and basic vocational quality, job employability and career development ability cultivation as the modules. The design of the

practical teaching system is centered on the cultivation of vocational ability, while taking into account the vocational quality education and reflecting the characteristics of higher vocational education. The "dual certificate" system of academic certificate and vocational qualification certificate is vigorously implemented, and the connection and interchange of the training contents of vocational qualification certificate and academic certificate are gradually realized, and the academic registration management system with the characteristics of vocational education is formulated to suit students' personal development.

3. Adjustment of talent training program

According to the teaching objectives, we implement the vocational education concept of "practical teaching as the main focus", and develop a professional training plan with practical training as the main focus and theoretical courses attached to practical courses. The curriculum should be integrated with the vocational standards, the teaching content should cover the national vocational qualification standards as far as possible, and combine the students' skills appraisal with the school's teaching assessment, so that the teaching assessment can maintain the vocational direction and avoid repeated assessment. The teaching objectives of cultural foundation courses, professional core courses and practical courses should be adjusted according to the actual literacy level of students and the needs of employment, and multi-level objectives should be set.

4. Develop professional skills specifications

According to the requirements of the professional training program and the objectives of talent training, we propose systematic skill training requirements and stipulate the contents that must be completed or chosen to be completed.

5. Revision of practical teaching plan

According to the requirements of talent training program and the actual situation of our college, all majors revise the practical teaching plan to make it more scientific, operable and pay attention to the effectiveness. It is necessary to avoid the tendency of emphasizing the proportion of practical teaching hours and light on the quality of practical teaching. Liberal arts majors should pay more attention when writing the practical teaching plan.

6. Develop standards for practice courses

The standards of practical courses should make clear provisions for the content, purpose, time (hours) arrangement, teaching forms and means, facilities and conditions required for teaching, assessment methods, etc. of each practical teaching link. It includes experiments, comprehensive practical training, course design, skills training, internship, graduation design, social investigation and other forms of teaching. The departments pay attention to the optimization of the content of each course when formulating the standards of practical courses to avoid repetition or disconnection; increase the proportion of practical training and design and comprehensive experimental practice, so that the practical courses can really play the role of cultivating students' hands-on ability and creative ability. Each practical teaching link should have a supporting practical instruction book.

4.3.2 Practical teaching content system

The content of practical teaching is the concretization of the objectives and tasks of practical teaching, and the practical teaching links (experiment, internship, practical training, course design, graduation design, innovative production, social practice, etc.) are constructed into the main body of technical application ability cultivation through reasonable configuration, and the practical teaching contents are arranged step by step according to the levels of basic skills, professional skills and comprehensive technical application ability, so that the objectives and tasks of practical teaching The objectives and tasks of practical teaching are specifically implemented into each practical teaching link, so that students can master the necessary, complete and systematic skills and technologies in practical teaching.

1. Theoretical teaching is "necessary and sufficient".

The teaching of basic theory courses should be applied for the purpose of the necessary, enough for the degree, to clarify the concept, strengthen the application of the focus of teaching, to change the situation of excessive dependence on theoretical teaching, to explore the establishment of a relatively independent practical teaching system, practical teaching in the teaching program should occupy a larger proportion. Theoretical teaching will be based on the needs of practical teaching. The relevant knowledge and skills will be integrated into three

modules: public courses (basic theory), professional theory courses and technical courses (technical application) in the direction of professional specialization. The three modules will be connected with the practical aspects as the central thread. These three modules are clearly divided and focused on each other, but are also interrelated, and form an inseparable and interpenetrating whole around the practical aspects. The ratio of theory classes to practical classes reaches 1:1, and the number of practical teaching hours in each major direction is at least 40% of the total number of hours, with no less than 24 weeks of practical teaching to ensure that students have enough practice for practical training. The theoretical courses that are not closely related to technical application ability, basic skills, professional skills and comprehensive technical application ability are resolutely not opened, and the courses required by the vocational qualification certificate must be opened.

2. "Three classes" linkage

The first classroom: In addition to experiments and practical training, it also includes practical teaching sessions such as course design, course thesis and professional comprehensive ability practice (including graduation thesis and graduation design).

Second classroom: student clubs, sports clubs, various training, certification examinations, independent practice, subject competitions and scientific and technological activities, etc.

Third classroom: social practice, internship, industry-university cooperative education, etc.

The practical teaching content is integrated into the "three classes" and incorporated into the credit management track.

3. Build a "progressive" practical teaching model

The construction of the practical teaching content system generally adopts the "progressive" practical teaching mode according to the ability level. The content system is constructed according to three modules: basic skills, professional skills and technical application or comprehensive skills. Basic skills focus on operation, professional skills focus on technical application, technical application or comprehensive skills emphasize comprehensive practice, focus on "product" teaching, innovative production and new technology application.

4. the implementation of a strict "dual certification" system

The college should implement a strict "dual certification system", which requires graduates to obtain a corresponding vocational qualification certificate in addition to a university degree certificate. For this purpose, we should actively introduce and build national (industry) vocational skill identification points, examination points or vocational qualification certificate certification points. Each professional direction should select the authoritative vocational qualification certificate, and the professional training content should be fully aligned with the national vocational skills appraisal, and the vocational qualification certificate of the national Ministry of Labor and Social Security should be selected. The training content and examination requirements of vocational qualification certificates are included in the teaching plan and course content as one of the necessary conditions for students' graduation qualification.

5. Develop the overall plan and requirements for practical teaching at each stage

Formation and theoretical teaching complement each other, based on basic skills, professional skills as the focus, focus on technology application and innovation ability training, open management, learning, production, research and training integration of the system. Practical teaching plan and syllabus should clarify what students do at each stage, how to do, what to accomplish, what standards to achieve and so on to develop specific quantitative content.

III. Practice teaching management system

The practice teaching management system mainly includes 3 aspects of practice teaching organization management, operation management and system management.

1. Organizational Management

The Practical Training Management Center of the Academic Affairs Office of the college carries out macro management of practical teaching and formulates corresponding management methods and measures. Each department is specifically responsible for the organization and implementation of practical teaching.

2. Operation Management

Each major should make an independent and complete practical teaching plan, and compile practical course standards according to the practical teaching plan and talent training program, prepare practical teaching guidebooks, standardize the assessment methods of practical teaching, and ensure the quality of practical teaching. According to the actual tasks of the industry and the actual needs of the enterprises, arrange the graduation design (thesis) and other links.

The practical teaching sessions should be implemented in six ways: implementation of the plan, syllabus, instructors, funding, places and assessment; and four links: preparation, initial arrangement and implementation, mid-term inspection and final evaluation and summary of work.

3. System management

A series of practical teaching management documents on experiment (practical training), internship, thesis (design) and discipline competition are formulated to guarantee the smooth development of practical teaching links. The practical teaching documents and management system include practical teaching plan, practical teaching course outline and teaching materials, practical teaching documents such as practical instruction, practical training project list, card, experimental report and the management system of each practical teaching link.

IV. Practical teaching guarantee system

The guarantee system of practical teaching in higher vocational education mainly includes the following four important aspects: teachers' team with certain production and management experience; more complete and advanced equipment and facilities, simulated practical teaching environment; financial guarantee of practical teaching and environment with practical teaching characteristics.

1. Faculty building

The personnel department of the college should formulate a specific plan for the construction of teachers in accordance with the objectives of practical teaching, and should focus on strengthening the research on the training direction and cultivation methods of existing teachers, establishing a system of continuing education and enterprise practice for teachers in line with the characteristics of vocational education, establishing a "dual qualification certificate" entry system for

teachers with "teacher qualification certificate" and "vocational skill certificate", and using policies to encourage the orderly flow of teachers between enterprises and schools. The system of "double qualification certificate" for teachers with "teacher qualification certificate" and "vocational skill certificate" should be established; policy regulations should be used to encourage teachers to move between enterprises and schools in an orderly manner, to get familiar with production and participate in scientific research and technology development at the front line of enterprises; and to attract experts, engineers and technicians with rich experience in social practice. We should change the traditional assessment and evaluation system of "academic" teachers and establish a distribution system and incentive mechanism that is conducive to the adjustment of teacher structure; and pay attention to the construction of a "double-teacher" teacher team. To build a team of excellent experimentalists, we require practical instructors to participate in the national job skills training, so that they have at least intermediate job level certificates or vocational qualification certificates in skills, establish a regular job exchange system between theoretical teachers and practical teachers and a system for professional theoretical teachers to pass relevant professional qualification examinations by a deadline, and improve the practical ability of theoretical teachers by strengthening professional skills assessment, so as to create a team of high-level "dual-teacher" teachers. A high-level "double-teacher" teacher team is created.

2. Practical training base construction

Based on the existing experimental training rooms, each department will develop the construction plan of experimental training rooms according to the teaching plan and talent training program, and ensure the 100% opening rate of the compulsory practical courses for long term majors. When formulating the construction plan of experimental training room, it should be planned in an integrated manner, optimize the configuration and take care of the needs of professional groups as much as possible.

(1) Experimental training room construction focus on simulation, advanced and integrity, as far as possible to simulate or simulate the professional environment, especially professional experimental training room can directly contact the

production line has been mature and widely used technology, simulate the job environment, so that the teaching environment and conditions close to the production line.

(2) Practical training base is the foundation guarantee for vocational skills training and identification in higher vocational institutions. The construction of on-campus bases should be carried out according to the needs of practical teaching system and vocational skills identification implementation.

(3) The on-campus practical training base should have open and service functions in addition to its on-campus teaching and identification functions. It should make full use of the computer system on campus to establish simulated and simulated basic training rooms, so that students can get basic training before entering the off-campus internship or training field.

(4) Strengthen the construction of off-campus practice teaching bases, with the basic goal that students will have at least one internship in a factory every semester. According to this goal, each department will formulate the construction plan of off-campus practice teaching base in combination with the characteristics of majors and the scale of students.

The establishment of off-campus practice teaching base is selected by each department according to the needs of practice teaching of the department, which can meet the needs of practice teaching and the units with relatively convenient transportation to establish off-campus practice teaching base. Make the on-campus practical training base and off-campus practice base complement each other and realize the optimal function.

The establishment of off-campus practice bases is applied by the department, reported to the school's Practical Training Management Center for examination and approval, and then reported to the college for approval after the Practical Training Management Center's examination and approval, and the college signs the base construction agreement with the department where the base is located and holds the hanging ceremony. The construction, operation and management of the base are directly under the responsibility of the department, and the college gives the necessary financial guarantee.

In the process of construction of off-campus practice bases, efforts should be made to establish a long-term operation mechanism, clarify practice projects and contents, strive to expand the areas of cooperation while completing teaching tasks, provide services for enterprises, and strive to combine industry and academia.

(5) All majors should develop more stable off-campus practice bases, widely absorb social schooling resources, and cooperate with enterprises to jointly establish practice bases to achieve "win-win" development.

3. Vigorously promote the construction of practical teaching materials

The reform of practical teaching content system is mainly reflected in the construction of teaching materials. To this end, the college should take strong measures to support the construction of teaching materials and set up a leading group for the construction of teaching materials headed by the vice president in charge of teaching work, which is responsible for the planning and guidance of the construction of teaching materials in the college.

Chapter5

Summary, Discussion and Recommendations

5 Summary of research results

5.1 Practice Path

5.1.1 Clarify practice goals and plans

Clear practice goals and plans are the foundation of practice management. The director of an art institute in Beijing pointed out that we go deep into the art world, into these art institutions, and are part of the whole art ecology, or in fact we are part of the current or contemporary art. In fact, when we discuss the essence of art management, we are discussing the question of what is art and what is the essence of art management. From the perspective of the art world, discussing what art is is actually discussing what art is. From the point of view of existing practice, what should we really care about as an arts manager? What is art really about? Under the existing conditions, how can we distinguish the relationship between art and cultural industries, or with related industries? I often say to my students that one of the most important qualities of an arts manager is its ability to make choices. It can distinguish what is art and what is not art. When we are confronted with art, how do we choose. In my opinion, the essential problem of arts management is actually the problem of choice in response to art. From the perspective of international and domestic arts management disciplines and professional affiliations, international arts management disciplines affiliations are distributed in different fields, such as management, art, art education, etc. As a cross-development of multiple disciplines in management, each school is actually classified as a different discipline, which has reached a consensus on arts management, which is a cross-development of multiple disciplines, not a separate discipline.

Based on nearly 15 years of student management experience, the secretary of art student management in a university in Hunan Province points out that art disciplines in higher education institutions are essentially different from other disciplines because educators and educated people in art disciplines not only have the comprehensive qualities of educators and educated people in other disciplines,

but also have a special, individualized sense of art. They are spiritually and psychologically healthy, always have a positive and enthusiastic attitude toward life, explore new things with a creative spirit, and quickly accept these new things, making breakthroughs and innovations. We can clearly discover and perceive all this in their artistic creations, especially art educators, who are both educators and administrators, artists who actively explore social reality and participate in social processes, so we must make certain distinctions between art educators and educated people, and even more so between them and professional educators and administrators of other disciplines.

This shows that we have a problem with the lack of understanding of the connotations of educational management for some students. Fine arts is a different kind of education, not only to cultivate students' professional knowledge and skills, but also to require reciprocal personality quality education and the ability to deal with people in society later, which is not only limited to the education of art knowledge, but to build up learning instincts with creativity and imagination for students. We must face up to the laws of the art subject itself and the characteristics of art teachers and students. Most art students are strong in individual expression and relatively weak in collective concepts, coupled with the improper work of individual educational administrators and a "semi-permissive" management model that makes them relatively loose and completely defeats the purpose of educational management. Therefore, we should pay attention to their spiritual world while exercising a certain degree of control over students, so that they can become good young people of the new era with excellent professional skills and sound moral character .

Before carrying out the practice, college students need to clarify the objectives and plans of the practice, including the content, purpose and time limit of the practice, and make a detailed practice plan to ensure the smooth implementation of the practice. When clarifying the practice objectives and plans, the following points need to be noted:

5.1.2 Defining practice objectives

- (1) Exploring and reflecting on contemporary society and culture.

Contemporary artworks often focus on themes of contemporary society and culture, including politics, identity, gender, environment, technology, and globalization. Artists may attempt to explore and reflect on these issues through their works, while offering new perspectives and perspectives.

(2) Create unique and innovative works of art. Contemporary art often involves new media and techniques, as well as unusual forms and styles of expression. Artists may attempt to explore these new possibilities through their work and create unique and innovative works that capture the viewer's attention.

(3) Challenging traditional artistic concepts and aesthetic standards. Contemporary art is often challenging, and artists may attempt to challenge traditional artistic concepts and aesthetic standards through their works in order to open up the minds and horizons of viewers.

(4) Communicate and provoke social discussion. Contemporary artworks may address social and political issues and attempt to provoke social discussions and reflections through artistic means. Artists may attempt to communicate and interact with audiences through their works in order to provoke social change and progress.

5.1.3 Develop a detailed practice plan

The development of a detailed practice plan by contemporary art students is one of the most important means of improving professional practice and innovation. Developing a detailed practice plan requires the completion of several specific steps, including identifying a theme or goal, conducting in-depth research and study, setting achievable goals and plans, developing specific action plans and timetables, implementing the plan and making adjustments and modifications as needed, evaluating and reflecting on the practice process, sharing results and experiences and receiving feedback and suggestions from others, and continuously learning and improving to accumulate more experience and skills to prepare for future practice. First, identifying the theme or goal of the practice plan is the first step in the development of the practice plan. In this step, students need to choose a theme or goal with practical significance and clarify the direction and purpose of practice. By clarifying the theme or goal of the practice plan, it can provide the necessary support and guidance for the subsequent practice activities and ensure the smooth

implementation of the practice plan. Second, conducting in-depth research and study is one of the key steps in the development of the practice plan. Through in-depth research and study, students can have a comprehensive understanding of the relevant background, current situation and development trend of the chosen topic or target, which can provide necessary reference and support for the subsequent development of the practice plan. In-depth research and study can also help students understand the current development status and cutting-edge dynamics of the industry and prepare for future practice. Finally: setting achievable goals and plans is an important part of the practice plan development. In this step, students need to set achievable goals and plans in relation to the actual situation and the characteristics of the chosen topic or goal. The goals and plans need to consider the time, budget, and resources of the practice plan to ensure that the practice plan is feasible and achievable.

5.2 Finding practice opportunities

During your school years, you will actively participate in various activities, competitions and shows related to your major to gain stage performance experience and expand your network.

5.2.1 Internship

Participating in internships is one of the main ways for contemporary art students to gain practical opportunities. By participating in internships, students can get in touch with real working environments and actual projects, accumulate relevant practical experience and skills, and improve their practical ability and innovation level. Internship opportunities can be obtained through schools, companies, organizations, etc.

5.2.2 Participation in competitions

Participating in relevant competitions can provide students with hands-on opportunities. Competitions can be sponsored by schools, companies, industry organizations, etc. Participants can showcase their creativity and skills and receive actual awards and honors. By participating in competitions, students can exercise their practical and creative skills and expand their social networks and contacts.

5.2.3 Participation in volunteer activities

Participating in volunteering activities is another way for contemporary art college students to obtain practical opportunities. By participating in volunteer activities, students can come into contact with real social issues and needs, learn about relevant social organizations and institutions, accumulate relevant practical experience and skills, and improve their own practical ability and innovation level.

5.2.4 Independent creation and practice

Contemporary art undergraduates can also gain practical opportunities through independent creation and practice. Students can design and plan their own relevant art projects and works, showcase their creativity and skills, and receive practical feedback and recognition. Through independent creation and practice, students can exercise their practical and creative skills and expand their artistic horizons and understanding.

5.3 Organizing practice teams

There are many activities on campus that are planned through teacher leadership and student-organized practice. Students can develop practice pathways through such opportunities and explore different types of practice in a team model, actively contacting and providing programs to outside partners under the leadership of their teachers, and promoting their activities on campus.

5.3.1 Clear team goals and planning

Before organizing a practice team, the team's goals and planning need to be clarified. The goal of the team can be to explore a specific topic or to complete a practice project. Planning includes developing a practice plan and schedule, determining practice activities and task assignments, budget and resource allocation. Clear team goals and planning can help team members clarify their tasks and responsibilities and improve the efficiency of team collaboration and practice outcomes.

5.3.2 Recruiting the right team members

Organizing a practice team requires recruiting the right team members. The recruitment of team members needs to be based on the nature and needs of the practice project and the selection of members with relevant skills and experience. At the same time, team members need to have good communication and

collaboration skills and be able to give full play to their respective strengths to accomplish team goals together.

5.3.3 Establish effective communication and collaboration mechanisms

Effective communication and collaboration among team members is the key to team success. Establishing an effective communication and collaboration mechanism includes: clarifying tasks and responsibilities, setting up an effective feedback mechanism, holding regular team meetings, and establishing a good team atmosphere. An effective communication and collaboration mechanism can promote mutual understanding and trust among team members and improve the efficiency of team collaboration and practice results.

5.3.4 Effectively manage and lead teams

Organizing practice teams requires effective management and leadership skills. Managing and leading a team includes: overseeing team members' practice progress and outcomes, directing team members' practice activities, and handling issues and conflicts within the team. Effective management and leadership can improve the team's execution and practice outcomes, as well as help team members gain more practical experience and skills.

5.4 Strategies to improve the practice management ability of contemporary art college students

5.4.1 Enhancement of practical courses

In order for students to better apply their theoretical knowledge in practice, schools should arrange more practical courses. For example, workshops, lab classes and seminars with themes such as project management, curatorial practice, and event organization can be offered to allow students to improve their management skills in a practical way. At the same time, schools can encourage students to participate in extracurricular projects, such as art festivals and exhibitions, to provide a platform for innovative and entrepreneurial practices. Such platforms can help students accumulate practical experience and develop their creative thinking, practical skills and teamwork abilities. Schools can also set up curricular practice projects that require students to apply the theoretical knowledge they have learned to practical projects to deepen their understanding and application of professional

knowledge.

5.4.2 Strengthening internship practice

Schools should establish close partnerships with art institutions, companies, etc. to provide students with abundant internship opportunities. For example, schools can sign cooperation agreements with local art museums, art centers, galleries, etc. to provide students with internship platforms. During the internship, students can participate in practical work, learn management methods and develop management skills. This not only helps students to apply what they have learned in practice, but also improves their professionalism and employability. In addition, schools can provide students with career guidance services, such as job training and career planning seminars, to help them understand the direction of career development and skill requirements and prepare for future employment.

5.4.3 Conducting case study teaching

Introduce excellent art management cases so that students can analyze them to understand practical management problems and improve their problem-solving skills. Teachers can select cases from well-known art activities, exhibitions and projects at home and abroad to give students an in-depth understanding of the difficulties and challenges in the actual operation process^[1]. Case teaching can help students develop their analytical and problem-solving skills and stimulate their creative thinking and practical spirit. At the same time, teachers can guide students to apply the theoretical knowledge they have learned to solve practical problems and enhance their practical management skills. By comparing and analyzing with actual cases, students can further understand and master the theory and practice of art management, and apply this knowledge in their practical work.

5.4.4 Improve communication and collaboration skills

Developing good communication and collaboration skills in students is crucial to improving practice management skills. Schools can teach students how to communicate effectively with others and improve the efficiency of teamwork by offering courses on communication skills and teamwork. Students are encouraged to participate in team activities, such as clubs and volunteer activities, so that they can improve their communication skills through teamwork. In addition, teachers can

organize simulation projects to allow students to simulate actual work scenarios and role play so as to improve communication and collaboration skills in practice. At the same time, schools can invite workplace communication experts to hold lectures and seminars to provide students with more practical communication skills and methods. Through a variety of ways, students can continue to exercise and improve their communication and collaboration skills through participation in practical activities, so as to lay a solid foundation for entering the workplace in the future.

5.4.5 Additional professional lectures and seminars

Industry experts, entrepreneurs, and artists are invited to hold lectures and seminars to keep students abreast of the latest developments and practical applications in art management, broaden their horizons, and improve their practical management skills. Such activities can help students understand industry trends, development directions and market demands, and stimulate their curiosity and spirit of exploration. Schools can organize regular thematic lectures and seminars, inviting experts and practitioners in different fields to share their experiences and insights to help students build a good industry awareness. At the same time, students can improve their analytical and problem-solving skills through communication and interaction with experts to prepare for their future careers.

5.4.6 Improving the level of teachers

Strengthen teachers' team building and enhance their practical management skills, while encouraging them to participate in practical activities and cooperate with enterprises and art institutions to enrich teaching contents^[2]. Schools can provide teachers with professional training and development opportunities, such as attending industry seminars and academic exchange activities, to help teachers understand the latest art management theories and practices. In addition, schools can encourage teachers to cooperate with enterprises and art institutions to promote the integration of industry, academia and research, so that teachers can improve their professionalism and teaching ability in practice. In this way, teachers are able to bring their practical experience into the classroom, enriching teaching content and improving teaching quality. Strengthening the teacher team not only helps improve students' practice management ability, but also contributes to the

quality and level of education of the entire art profession.

5.5 Conclusion

This paper discusses strategies to enhance the practice management skills of contemporary art college students from several aspects, with a view to providing useful references for art education reform. By implementing these strategies, it helps to cultivate students' practical skills and teamwork abilities, laying a solid foundation for their future career development. However, the process of enhancing practice management skills needs to be continuously adjusted and improved to meet the changing social needs and educational environment. It is hoped that the discussion in this paper will provide some insight into research and practice in the field of art education.

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