Guidelines for Improving the Professional Quality of Fine Art Students at Guangxi Arts University

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Abstract: The purpose of this study is: 1) to understand the current situation and further needs of art majors for career training; 2) to investigate the problems and analyze the reasons from four aspects: professional skills, curriculum teaching, career development training and technological innovation. The object/sample of the study is 185 students majoring in fine arts in Guangxi Arts Institute. The research tools and programs are questionnaires and interviews. This study collects data through questionnaires and interviews. It was distributed and collected through "Questionnaire Star" and offline questionnaires. The data collected were processed and analyzed using SPSS statistical software with the aim of making a new guide and countermeasure study to further improve the career cultivation of art majors. Results Findings 1) Among the four dimensions of the career development guide, there is a discrete perception of different dimensions among art students. 2) Art students from different backgrounds have different views on the four dimensions of the career development guide, and their gender, reason for attending school, and grade level significantly affect the results. 3) The results of the survey are summarized in the following table.

Keywords: Career guide, Fine arts students' current situation, Career development advice

1. Introduction

Art vocational and technical training provides relevant technical training for students to meet their future career development needs. In today's highly competitive job market, the importance of vocational skills training is increasingly prominent, and art students are no exception. They need to constantly improve their skills and expertise to meet increasingly complex workplace challenges.In the 21st century today art education as the cultivation of art class talents, it has direct or indirect connection with the politics, economy, education and other aspects of the country or region. To analyze the current situation of art education in art colleges and universities, and to put forward scientific and reasonable countermeasures for the further development of art students, it is necessary to first understand the current situation and development trend of art education in art classes at home and abroad.

The research shows that the vocational and technical training of art students is of great significance. First, art students need to have professional skills and practical ability to stand out in the competitive market. Secondly, vocational skills training can enhance students' self-confidence and creativity, stimulate their potential, and improve their professional quality. Finally, the activity in art vocational technology is helpful to promote the integration of art education and vocational education and improve students' comprehensive quality and social competitiveness.

Therefore, art vocational and technical training research has important practical significance and theoretical value. Through the in-depth study of the vocational and technical training of art students, the education and teaching mode and training program can be continuously optimized to improve the professional competitiveness and employment quality of students and make contributions to the development of higher art education in China.

2. Literature Review

2.1 Professional skill

Several research hasfocused on identifying the technical and creative skills that art students need to be successful in their field. This includes drawing, painting, sculpture, digital media, and design skills. Research has also emphasized the importance of developing critical thinking, problem-solving, and communication skills in order to succeed in the creative industries.

Drawing skills training helps students to improve their drawing skills by mastering a variety of drawing techniques and expressions. Studies have shown that through systematic drawing skills training, students can better master basic drawing skills, such as sketching, coloring, and composition, as well as exercise their observation, thinking, and creativity to further improve their drawing level [1]. Good drawing skills training can also help students improve their creative ability. Painting skills training is not only simple skills practice, but also includes inspiration and guidance for students to help students explore their creative potential, but also allows students better to understand their own creative thinking and artistic style, further improving their creative ability [2].

2.2 The course teaching aspects

Several research has investigated the effectiveness of different teaching methods and curricula in arts education. This includes exploring the use of project-based learning, interdisciplinary approaches, and technology integration. Research has also emphasized the importance of providing students with opportunities to develop their artistic voice and explore their personal interests.

In all types of teaching reform projects, how to carry out the optimal integration of courses in the teaching system to adapt to the needs of the knowledge structure of the current talent cultivation model is an important aspect of modern teaching research in higher education that needs to be focused on, and it is also the primary issue in the theoretical construction and practical exploration of the discipline-based curriculum of art and design. In the whole art design teaching process, basic courses and professional courses should not artificially set up a clear dividing line but should be taken in parallel mode, so that the basic part of the discipline of the history of the course, graphic pattern courses are always throughout the teaching process, and professional courses surround each other, so that the students' mastery of the basic theoretical knowledge of the class with the enhancement of their mental ability in the longitudinal learning of the evolution of the low level to the high level, to realize the evolution of self-logical internalization, and to realize the self-logical internalization of the basic theoretical knowledge. The evolution of the self-logical internalization of the rise, thus ultimately contributing to the realization of the teaching goals [3].

2.3 Career development and training

Several research focuses on identifying the career paths available to art students and the skills they need to succeed in the creative industries. The research explored the challenges art students face when looking for jobs and the importance of developing business and marketing skills. The research also highlighted the value of

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internships, networking, and mentoring programs in helping students transition into careers.

Ryan Daniel et al.)2010(focused on the implementation of professional studies subjects in regional Australian higher education institutions. This subject was created to facilitate the development of links to graduate destinations, creative networks, and employment outcomes, involving courses based on multiple career theories. Students are exposed to career development theories, after which they are required to reflect on and share with their peer's activities the ways in which they engage with and practice the key principles of these theories in their overall career planning and industry-focused processes. This case study provides direct evidence of the ways in which students relate to and engage with career concepts, career theories, and work integration learning[4].

2.4 Technological innovation

Several research explored the role of technology and innovation in arts education. This includes investigating the use of digital media, 3D printing, and virtual reality in art creation and learning. It explores the innovation of art education in the new media environment and proposes some new teaching strategies and methods to promote students' creative thinking and practical ability.

The current demand for arts and crafts professionals has been more than the traditional skilled craftsmen, more is the cultivation of composite talents oriented to arts and crafts production and manufacturing enterprises, design institutions, and so on. Computer technology plays a positive role in promoting the field of arts and crafts, arts and crafts continue to strengthen the computer course reform to meet market demand. Ceramic works, for example, computer-aided design can quickly and effectively show the ceramic three-dimensional shape and structure and surface color and pattern decoration and can be simulated ceramic materials, additional ambient light, and artificial light source to present the closest to the physical effect. Xu Chenyao. (2020) believes that this technology can help art students better improve their innovation and practical ability [5].

3. Methodology and Procedures

3.1 Population and Sample

Population

340 students in the Oil Painting Department of Guangxi Arts University.

The Sample Group

185 undergraduates in the Oil Painting Department of Guangxi Art University

Yamane's Formula $\qquad$ $n = \frac{N}{1+Ne^2}$ $185 = \frac{340}{1+340e^2}$

3.2 Research Instruments

This questionnaire is to study the present situation and demand for further professional training, and according to the statistical results further to the student's professional skills, course teaching, career development, and technology innovation in four aspects of training development. According to the above direction, pointed out 20 questions in the final questionnaire to meet the survey data needs of this study. The survey adopts random sampling and quota sampling methods.

3.3 Questionnaire design

1. First, the background information including the students' gender, grade, major, native place, and enrolment method was investigated.
2. Design 10 related problems based on the four aspects of professional skills, course teaching, career

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Volume 06 - Issue 07, 2023
www.ijlrhss.com || PP. 240-253

development, training, and technological innovation mentioned above. This questionnaire adopts the five-point Likert scale for measurement-scoring calculation. From the value 1-5, the degree of satisfaction gradually increases. The lower the score, the lower the satisfaction, and otherwise, the higher the satisfaction.

3. Give the questionnaire to 5 experts to test its correctness and validity. Change the content of the questionnaire as suggested by the experts.

4. The questionnaire that passed the correctness and validity test of the 5 experts was officially used in the Oil Painting Department of the University of Guangxi Arts.

3.4 Validity test of the questionnaire

5experts were invited in the early stage to test the validity of the questionnaire design and the questionnaire passed the validity test.(IOC. = 0.80-1.00)

3.5 Confidence test of the questionnaire

Toanalyze the questionnaire data, the reliability of the questionnaire was tested in the first step.In order to make sure the results of the questionnaire reached the standard of the survey. Reliability here is the degree to which data acquisition techniques produce consistent results when the units being measured change.

Glim (2003) explained that Cronbach's α, where $\boldsymbol{\alpha}$ is a measure of internal project consistency. The Cronbach α coefficient will be between 0 and 1. The larger the value of the system is, the consistency within the project is large, that is, the reliability of the project is high. The value of this system should be above 0.6. If it is lower than 0.6, it indicates that the scale lack's reliability and thus lacks research significance. And when the coefficient value is between 0.6-0.7, it indicates that some items of the scale need to be corrected.

The small sample data collected by the prediction method were analyzed with computer software with the results.

Table 3.1: Reliability statistics for the needs for further career development

Cronbach's Alpha	Number of items
0.88	20
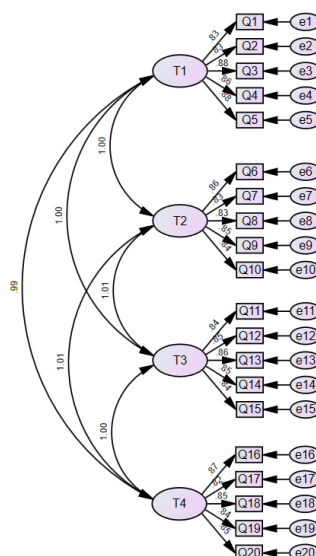
Index	Reference standards	The measured results
CMIN/DF	1-3 excellent, 3-5 good	1.951
RMSEA	<0.05 excellent, <0.08 good	0.05
IFI	>0.9 excellent, >0.8 good	0.903
TLI	>0.9 excellent, >0.8 good	0.898
CFI	>0.9 excellent, >0.8 good	0.901
AGFI	>0.9 excellent, >0.8 good	0.905

The data survey results of 185 undergraduates from the oil painting department of Guangxi Arts University were analyzed and investigated.

The data for this study were obtained using the following analysis and statistical methods.
1. The status of the respondents, including age, gender, grade, and residence, was expressed as a percentage.
2. Analysed the career development of art students at Guangxi Arts University. The mean data is analyzed from the following four aspects of professional skills, course teaching, career development and training, and technological innovation.

4.50-5.00	means	very good
3.50-4.49	means	good
2.50-3.49	means	generally good
1.50-2.49	means	bad
1.00-1.49	means	very bad

3. Among the four variables in the questionnaire, 5 were questions about their professional skills satisfaction, 5 were questions about course teaching satisfaction, 5 questions about career development and training, and 5 questions about technological innovation.

Through understanding the current situation and key factors of the problem, the advantages and disadvantages of the problem are summarized, and the solutions for art students to further improve their vocational and technical ability are obtained.

3.6 Data Collection
Using survey software Questionnaire star as a tool, mainly distributed on social medial platforms such as WeChat and QQ.

4. Result Analysis
Among the 185 valid questionnaires collected in this survey, the obtained data were processed accordingly, and descriptive statistical analysis of the basic information and views of 185 students of art majors in four aspects: professional skills, course teaching, career development and training, and technical innovation. The statistical results are presented in the Tables below.

4.1 Overview of the survey objects

Table 4.1 Overview of the survey objects

Variable	*Divide into groups*	*Effective sample size*	*Percentage*
Gender	Man	86	46.49%
	Woman	99	53.51%
Grade	Freshman	45	24.32%
	Sophomore	68	36.76%
	Junior	40	21.62%
	Senior	32	17.3%
Homeplace	City/Urban	122	65.95%
	Rural area	63	34.05
The reason for choosing this major	Parents influence	56	30.27%
	Personal interest	91	49.19%
	Other else	38	20.54%
The direction you want to do	Education and teaching	44	23.78%
	Artistic creation	49	26.49%
	Multimedia creation	56	30.27%
	Industrial design	22	11.89%
	Other else	14	7.57%

There was a total of 185 valid samples, most of them from urban areas (122 people, representing 65.95%). and another 63 people (34.05%) came from rural areas. 99 students were female (53.51%) and 86 were male (46.49%),

Grade: Most of them were 68 (36.76%) sophomores, 45 (24.32%) freshmen, 40 (21.62%) junior students, and 32 (17.3%) senior ordinary students respectively.

Gender: including 99 (53.51%) female studentsand86 (46.49%) male students.

The reason for choosing this major: In terms of 91 (49.19%) students were influenced by their parents, reasons for major selection56 (30.27%) students,and 38 (20.54%) students were due to other factors.

The future career: Most students chose multimedia creation (56 students, representing 30.27%) followed by artistic creation (49 students representing 26.49%) students chose artistic creation, then 44 (23.78%) students chose education and teaching, and 22 (11.89%) students chose the industrial design. But the remaining 14 (7%) students have no clear choice about their future careers.

4.2 The four dimensions of the career guide are analyzed

Table 4.2 Statistical Table of professional skill requirements

Question	*Average Value*	*S.D.*
Training in art skills	3.76	1.06
Will receive professional skills training in oil painting, which will improve professional skills well	3.78	1.26

Know the goals will choose major	3.74	1.25
Know the goals you will choose your major	3.81	1.29
Believe that professional skills have met the needs of future career development	3.69	1.23

As shown in Table 4.2, for the students to their professional skills of self-assessment, the average is 3.78 (S.D. = 1.26). This shows that as a whole, the students with skill levels a high cognition, and a bit of standard deviation suggests that the skills training degree of dispersion is relatively small, and evaluation is relatively consistent. Through the survey of the training objectives of the major and the learning content of their major, the average value is 3.81, indicating that most students have a clear understanding and positioning of their learning. And in the professional skills training requirements and cognition of their improvement, S.D. above 1.29, that the students' cognition has certain dispersion, and from the results of students' cognitive differences in this aspect, can these differences provide corresponding personalized support and guidance, these next part of this article will be specific to analyze.

Table 4.3 Statistical table of course teaching problems

Question	*AverageValue*	*S.D.*
Teachers' teaching methods or teaching methods are very good	3.71	1.23
The teaching content conforms to the needs of the students	3.78	1.34
The teaching content is highly practical and social	3.78	1.35
The curriculum and discipline offered by the school can meet your career needs	3.83	1.35
Think that the curriculum setting and learning courseconstruction of oil painting major should be added content	3.73	1.29

As shown in Table 4.3, investigated the course teaching problems of art students and calculated the mean value and standard deviation by counting the scores of each student. Among them, there is some room for improvement. In the teaching content of adaptability, practicality, and social these three aspects, the average of the results is equal to 3.78, and in the school curriculum and disciplines can meet the demand of your career this problem, the average of 3.83, but corresponding S.D. reached 1.35, shows that the students on this issue cognitive certain differences. On the issue that the content should be added to the curriculum setting and learning course construction of oil painting majors.

Table 4.4 Statistical table of career development and training problems

Question	*AverageValue*	*S.D.*
Think the vocational training of oil painting major is enough	3.82	1.31
The curriculum and discipline offered by the school can meet career needs	3.76	1.28

International Journal of Latest Research in Humanities and Social Science (IJLRHSS)
Volume 06 - Issue 07, 2023
www.ijlrhss.com || PP. 240-253

Have attended or planned to attend relevant vocational training or skill upgrading courses	3.76	1.30
Know the specific work content of future career	3.69	1.35
Know the entry requirements for future career (education, gender, image, ability, etc.)	3.78	1.34

As shown in Table 4.4, the issue of career development training, calculating the mean, standard deviation, and maximum and minimum values. In terms of the existing training content of the university, the students made the highest score (average 3.82, S.D. = 1.31) and basically maintained a relatively satisfactory standard. In terms of the specific work content of a future career, the lowest evaluation (average value 3.69, S.D. = 1.35), that is, the specific work content of a future career is not very clear.

Table 4.5 Statistical table of technical innovation problems

Question	*AverageValue*	*S.D.*
Understand the latest developments and trends in the skills required in your specialty	3.76	1.32
It is believed that the new technologies will help to promote the comprehensive development of oil painting	3.71	1.24
I believe that the new technological innovation will better improve my artistic level	3.74	1.26
Think of learning digital technology for their own benefits	3.66	1.45
Willing to spend a certain amount of time	3.68	1.40

As shown in Table 4.5, the technical innovation problems of fine arts majors, and also calculated the minimum value, maximum value, mean value, and S.D. Students make high evaluations on the development trend of modern emerging technology in the major (average value is 3.76 and 1.32 in standard deviation); secondly, on the artistic level, the average value of evaluation is 3.74, and S.D. = 1.26, indicating that the students maintain a high recognition that the new technology can improve the artistic level, the cognitive difference of digital technology is maximum, with S.D. is 1.45.

4.3 Relationship between gender and occupational guideline evaluation
Considering the difference of gender in feeling about things and the thinking mode of problems, assumes that gender will have a significant impact on the evaluation.

Table 4.6 Relationship between gender and occupational guideline evaluation

	Group	*Very dissatisfied*		*Discontent*		*Same as*		*Satisfied*		*Very satisfied*		*Significant*
		person-time	scale %	person-time	scale %	person-time	scale %	person-time	scale%	person-time	scale%	
T1	man	45	10%	53	12%	53	12%	140	33%	139	32%	61%
	woman	35	7%	56	11%	53	10%	163	33%	188	38%	
T 2	man	35	8%	51	12%	52	12%	125	29%	157	37%	62%

	woman	38	8%	56	11%	62	13%	175	35%	164	33%	
T 3	man	31	7%	54	13%	49	11%	138	32%	158	37%	60%
	woman	43	9%	55	11%	59	12%	169	34%	169	34%	
T 4	man	45	10%	46	11%	52	12%	147	34%	140	33%	55%
	woman	38	8%	55	11%	69	14%	169	34%	164	33%	

From Table 4.6 find that different genders differ in the four aspects of professional skills, course teaching, career development training and technological innovation.

First, in terms of the demand for professional skills, it can reflect that the social expectations of gender roles may affect women's perceived demand for professional skills in fine arts majors. Women are more susceptible to social roles and expectations in artistic and creative fields.[6].

Secondly, in terms of the course teaching and needs to be increased, males had a higher percentage than females in the analysis of the two rating items of satisfied and very satisfied. In this respect, it reflects that men's educational background and social cognition in the field of art may be more extensive than women's. Research suggests that societal perceptions of men's roles in art and design may be more positive than women's[7].

Third, the scoring ratio of men and women is roughly the same percentage ratings (3.6) on career development training and on the specific content and requirements for future careers. It may be due to the influence of equality of education and equal opportunity, that is, in fine arts majors, men, and women may enjoy similar equality of education and equality of opportunity in fine arts programs [8]. This may mean that they receive similar support and opportunities to receive career development training and to learn about the specifics and requirements of their future careers.

Fourth, in terms of the recognition and demand for new technological innovations that have emerged in the Fine Arts program, the scores ratio of men and women is roughly the same (67%), both of which are at a high level. It reflects that with the continuous development of science and technology and the acceleration of digital transformation, new technology has been widely used in the fine arts majors. This makes both men and women realize the importance of new technologies for their career development and artistic practice, and thus show similar levels of recognition and demand [9].

4.4 Relationship between the reasons for study and the evaluation of career guidelines

Table 4.7 Relationship between the reasons for study and the evaluation of career guidelines

	Group	Very dissatisfied		Discontent		Same as		Satisfied		Very satisfied		Significant
		person-time	scale %	person-time	scale %	person-time	scale %	person-time	scale %	person-time	scale %	
T1	Personal interest	43	9%	72	16%	49	11%	136	30%	155	34%	71%
	Parents influence	12	4%	22	8%	39	14%	104	37%	103	37%	
	else	15	8%	25	13%	18	9%	63	33%	69	36%	
T 2	personal interest	39	9%	30	6%	60	13%	160	32%	166	36%	70%
	Parents	16	6%	59	21%	32	11%	79	28%	94	34%	

International Journal of Latest Research in Humanities and Social Science (IJLRHSS)
Volume 06 - Issue 07, 2023
www.ijlrhss.com || PP. 240-253

	influence										
	else	18	9%	18	9%	22	12%	61	32%	71	37%	
	Personal interest	33	7%	50	11%	46	10%	159	35%	167	37%	
T 3	Parents influence	25	9%	38	14%	42	15%	85	30%	90	32%	65%
	else	16	8%	21	11%	20	11%	63	33%	70	37%	
	Personal interest	43	9%	54	11%	60	13%	153	34%	145	32%	
T 4	Parents influence	22	8%	32	11%	35	13%	97	35%	94	34%	57.5%
	else	18	9%	15	8%	26	14%	66	35%	65	34%	

From Table 4.7, Firstly, our analysis found that students influenced by their parents had a higher degree of need for professional skills than their peers due to personal interest and other reasons. Show that parents may have a significant influence on their children's career choices, especially when it comes to creative fields such as fine arts majors. Students who are influenced by their parents in choosing their majors may be more focused on the degree of need for specialized skills because they want to be able to meet their parents' expectations and receive their support[10].

Second, the average satisfaction of students who choose this major due to personal interest is higher than their peers who were influenced by their parents and other reasons in terms of their approval of the current state of teaching and learning in the program and the need for more of it. This reflects the fact that students driven by personal interest may be more focused on developing their personal artistic style and expression in the fine arts program. As a result, they are more likely to approve of the current state of teaching and learning in the course and to voice the need for increased personalized instruction[11].

Third, found that students who chose the major due to parental influence rated the current state of training for career development and the specifics and requirements of their future careers lower than their peers who were influenced by personal interest and other reasons. Indicated that students with personal interest as their primary motivation for choosing a fine arts major typically have higher self-identity and motivation. In contrast, students who chose the major due to parental influence may lack intrinsic motivation and enthusiasm and rate the current state of career development training and the specific content and requirements of their future careers as lower[12].

Fourth, students who chose the program for these three reasons rated the recognition of new technological innovations in the fine arts and the demand for them about the same. Dedicated that personal interest, parental influence, and other factors may have interacted in choosing a fine art major to result in roughly equal ratings of students' recognition of and demand for new technological innovations. This implies that students' perceptions of and needs for new technologies may converge overall regardless of whether the choice is motivated by personal interest, parental influence, or other reasons[13].

4.5 Relationship between grade and career guide evaluation

In the survey of 185 students majoring in fine arts, 113 lower grades (freshman and sophomore), while 72 senior grades (junior and senior). There are some differences in the needs of students in different grades for vocational training.

Table 4.8 Relationship between grade and career guide evaluation

Group	Very dissatisfied		Discontent		same as		satisfied		Very satisfied		Significant
	person-time	scale %	person-time	scale %	person-time	scale%	person-time	scale %	person-time	scale %	
T1 junior grade	50	9%	82	15%	67	12%	176	31%	190	34%	65%
T1 senior class	20	8%	37	10%	39	11%	127	35%	137	38%	
T 2 junior grade	50	9%	66	12%	68	12%	180	32%	201	36%	56%
T 2 senior class	23	6%	41	11%	46	13%	120	33%	130	36%	
T 3 junior grade	51	9%	76	13%	68	12%	186	33%	184	33%	66%
T 3 senior class	23	6%	33	9%	40	11%	121	34%	143	40%	
T 4 junior grade	37	7%	66	12%	76	13%	184	33%	202	36%	65%
T 4 senior class	26	7%	55	15%	45	13%	132	37%	102	28%	

First, the overall score of the lower grades and senior grades in terms of their demand and understanding degree, clearly clarifies that the senior art students give higher scores, have a higher understanding and mastery of professional skills, and have a higher degree of demand. Indicates that with the deepening of learning and the passage of time, senior students have more opportunities to contact and learn knowledge and skills in the professional field. Through continuous learning and practice, they have gradually accumulated more professional experience, so they have a deeper need for and understanding of professional skills.[14]

Second, fine arts major students are rated roughly the same as those of lower-grade students in terms of their recognition of the status quo of course teaching and whether they need to be increased. Indicates that the students majoring in fine arts may form a certain professional consensus in the learning process and have a certain common understanding of the course teaching methods. This professional consensus may lead to a consistent evaluation of the status [15].

Third, students majoring in fine arts score higher than those with the higher grade in terms of the current situation of career development training and the specific content and requirements of future careers than those of the lower grade. Over time, senior students accumulate more professional knowledge and skills in the learning process and also have more opportunities to participate in practical projects, internships, or social practice activities. These experiences and practices enable senior students to have a deeper understanding of the current situation of career development training and to have a clearer understanding of the specific content and requirements of their future careers.

Fourthly, in terms of the recognition and demand of the new technological innovation of the students of art majors, the overall score of higher students is lower than that of lower students. Probably cause the senior students may be more familiar with the traditional art techniques and methods and have a certain habitual thinking about them. Therefore, the recognition and demand for new technological innovation may be relatively

low, and the recognition of traditional technology is higher. [16]

4.6 Art major students are most satisfied with the above four dimensions.

Most answers for summary analysis indicated that the school teachers are serious and responsible, the studio environment is good, and good painting conditions are the most satisfactory part of students to the vocational training. The university teachers have a high-level, standard training system, outside internship opportunities, and painting equipment that can meet their basic needs.

4.7 Fine arts students in the above four dimensions

Most answers for summary analysis indicated that the most unsatisfactory matters are mainly in the school study and teaching facilities, inadequate teaching equipment, single teaching methods, lack of personalized guidance in the curriculum; school resources allocation, lack of external communication, unable to display personalized exhibits. It's also a bit out of touch with the trend of new technologies.

4.8 Suggestions of fine arts major students on professional skills, course teaching, vocational training, technical innovation and other aspects

To improve the service quality of the school, according to the suggestions of students, the investment in hardware equipment and facilities can be increased, including improving the studio environment, as well as painting-related tools, and increasing the number of exhibitions and training in the school and outside the school. For students who are eager to find jobs, relevant special lectures should be offered. For the introduction of teachers, should increase the investment, and train or introduce excellent professional teachers to provide more personalized guidance.

5. Conclusion

In the comprehensive analysis of the current situation related to the development of their career guides. Shows that students majoring in fine arts face a series of challenges and opportunities in career guide development.

In the 185 valid samples, found that in the professional skills demand degree of professional skills training requirements and the enhancement of their own cognition, the standard deviation of more than 1.29, indicating that the student's cognition of a certain degree of dispersion, and from the results of the student's cognitive differences in this regard; for the course teaching problems are worth noting that in the Teaching content has a strong practicality and social aspects, the standard deviation also reached a relatively large value of 1.35, there is also a large difference, in this paper we also carried out a supplementary analysis in this regard; and in the dimension of career development training, the students in the specific work content of their future careers in the ratings of the students are relatively low, the average value of 3.69, the cognition of their own future development is still existent In the dimension of technological innovation, the art students have a high degree of unity in their perception that new technologies can better enhance their professionalism, with a mean value of 3.74.

Limitations

The deficiencies of this research are mainly reflected in the following aspects. First, the choice of student sample is forced by objective, and the number of senior students in the junior and senior years is relatively small. As a group about to graduate, the sample of this part should be appropriately increased. Second, the survey is

International Journal of Latest Research in Humanities and Social Science (IJLRHSS)
Volume 06 - Issue 07, 2023
www.ijlrhss.com || PP. 240-253

only for the students of art categories, and there is no statistical survey for graduate students, so the lack of certain popularity. Third, it is impossible to classify the specific majors of students in detail.

Suggestion

1. Strengthen the construction of teaching management to create better conditions for the training of art students

Make the teaching reasonable management orderly. It must be strictly regulated and adhere to the principle.

Take the training of artistic talents, and the teaching management rules and regulations

Make teaching management continuous.

2. Strengthen the construction of teaching staff and provide reliable manpower support

Teachers are the key to doing well in undergraduate teaching and improving the quality of artistic talent training, should introduce and train a group of excellent teachers, especially attach great importance to the construction and training of backbone teachers and teaching assistants and should attach great importance to the growth of young teachers, study their growth rules, and strengthen the training and improvement of the teaching skills of newly introduced teachers.

3. Strengthen the development of the second classroom to provide a broader space

In addition to the classroom, there is also a lot of "spare time". How to use this time effectively is also the key link for us to improve the quality of art talent training.

In accordance with the provisions of the relevant students discipline competition management spirit, strengthen the innovation of art education, actively relying on the first class, promoting art students research training, entrepreneurial practice, science and technology competition, humanistic literacy and vocational skills training in the second classroom activities, improve the quality and quantity, actively organize to declare national and provincial college students' innovative entrepreneurship training program.

The practical link of the professional course should cultivate students 'professional practice ability.

4. Learn about emerging technologies

Understanding, learning, and skilled use of new digital technology, such as 3D printing technology, let them make better use of the era of advanced digital manufacturing way for their own artistic creation.

In the process of continuous innovation of personnel in the field of art and design, more classic design works have been formed, which have a higher degree of visualization, and the aesthetic and visual experience brought to the audience is also more ideal.

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