

# A Study on the Cultivation Mode of Graduate Students of Fine Arts in Academic Disciplines by Research for Learning

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**Abstract:** The training of discipline art graduate students has become an important part of higher art education. At present, the training mode of disciplinary art graduate students mainly includes the dual tutor system, which is based on the on-campus tutor system and the off-campus practice tutor system. This paper combines the current status quo of discipline art graduate training mode, analyses the existing problems, and on this basis, from the establishment of a sound system, improve the practice link, improve the comprehensive quality of the dual tutor three aspects, to explore the research to promote the learning of discipline art graduate training mode, to discipline art graduate students to cultivate more high-quality talents to provide a new way of thinking.

**Keywords:** "research for learning"; discipline art; training model

## 1. Introduction

Since 2009, the number of postgraduate students trained in China has begun to exceed that of other countries, but there is still a big difference between the quality of postgraduate education and that of other developed countries in the world. Together with the fact that China's higher education will gradually move from the popularization stage to the universalization stage of the development process, the reform of the mode of postgraduate education is a strong necessity. In order to realize the effective docking between the quality of postgraduate talents and social demands, so as to comprehensively improve the quality of postgraduate education, the reform of the postgraduate education mode was included in the "Outline of the National Medium and Long-Term Education Reform and Development Plan (2010-2020)" in 2010, and after that, domestic colleges and universities have taken measures to implement the reform of the postgraduate education mode, which is an important strategy. In order to promote the comprehensive development of disciplines and realise the win-win situation for many parties. Over the past ten years, based on the close cooperation between government policies and institutional policies, the reform of the postgraduate education mode in China's colleges and universities has achieved initial results. The institutional system has been gradually improved, the structure of talent cultivation has been optimised, the quality of talent cultivation has been steadily improved, and the strength and scope of awards and scholarships have been continuously expanded.

At the two sessions of the National People's Congress in 2021, Fan Di'an also put forward a proposal on strengthening the cultivation of high-level artistic talents in the context of the great project of comprehensively building a socialist, modern country, the strategic goal of building a cultural power and a power of education, and suggested that today's society should take the prosperity of literary and artistic creation and the building of a cultural power as a basis, and speed up the cultivation of high-level artistic talents. Fine art, as a first-level discipline of art, is a basic speciality, and is divided into two major directions: theoretical research type and creative research type. Compared with academic postgraduate students, professional postgraduate students pay more attention to the practical application of students, focus on the cultivation of skills, focus on the direction of creative practice, and often face problems such as limited vision of their own specialties, weak creative ability and detachment from market demand. Academic postgraduates focus on training students' theoretical research ability, and present their knowledge accumulation and academic strength in the form of thesis, but they also face the problems of narrow vision, templatization and lack of initiative. However, they also face the problems of narrow-mindedness, stereotyping and lack of initiative, while they lack professional qualities such as emotion, imagination and thinking, which are necessary for high-level artistic talents, to varying degrees. Therefore, scholars have proposed a series of measures to build an innovative talent cultivation model, such as updating the concept of education, optimising the curriculum system, promoting the integration of art courses, improving teaching methods, strengthening the construction of innovative teachers, creating an innovative campus culture, and establishing a mechanism for school-enterprise cooperation.

Under the conditions of rapid economic and social development and fierce international competition, society has set new requirements for talents in the field of fine arts, and it is imperative for universities to train a large number of talents in this field. Especially in the context of the development of the digital era, the art profession has flourished under its stimulation, and the rapid development will inevitably bring about the limitations of "practice" and "theory" of art in the expansion of the depth of the two aspects, and the efficient matching of the training mode is an important breakthrough to solve the problem. The efficient matching of training mode is an important breakthrough to solve this problem. In the future, the reform of postgraduate training mode in China's colleges and universities should give full play to the initiative and creativity of colleges and universities, strengthen the construction of support systems and platforms for the reform of postgraduate training mode, explore the characteristics of the path of postgraduate training mode reform in a hierarchical and classified manner, pay attention to the practical transformation of the policy of postgraduate training mode reform and deepening the development of policy, as well as strengthen the research and evaluation of the reform of postgraduate training mode. To promote the high-quality development of professional art education in colleges and universities, and train and create a large number of innovative art talents to meet the needs of society.

## **2. Exploration of related issues**

According to the research theme of this topic, the related literature was sorted out, and based on the scope of the research object, the literature related to the three parts of "graduate training mode", "art graduate training" and "research for learning model" were organised and

summarised. Based on the scope of the research object, the literature related to the three parts of "graduate training mode", "art graduate training" and "research for learning mode" are organised and summarised.

### 1. Literature on "Graduate Training Models"

The results of the "graduate training model" have been very fruitful and have been developed in two main dimensions:

First, it has been carried out in terms of empirical evidence and current research on some of the reform pilots. This has involved making sample comparisons [1-3], identifying existing problems [4-5] and attempting to suggest a way forward for the reform. The representative research samples include the Central University for Nationalities, Shanghai Jiaotong University, Xiamen University and so on.

The second section is organised in terms of theoretical research and reform strategies that deal with the content, perspectives and concepts of the education model. This section can be divided into three parts according to the relevant target groups. First, from the perspective of managers: "multi-centre governance" [6], "total quality management" [7], "school-business cooperation" [8], "school-government-business cooperation" [9-10], "joint cultivation" [11-12], "project traction" [13]; From the perspective of the main body of graduate students, "knowledge innovation" [14], "personalised education" [15]; from the perspective of the tutor as an educator, "tutor system" [16], "dual tutor system" and so on [17].

### 2. Literature on "Graduate Training Models in Fine Arts"

As a part of art majors, fine arts majors have the general characteristics of the graduate training mode of art majors as well as their own uniqueness. The literature on art majors is relatively rich, including art economics and art design [18-19]. Research on graduate students of art majors focuses on art-related majors, and the issues are more specific and in-depth. These include: the cultivation of graduate students in specific disciplines of fine arts and the construction of fine arts curriculum [20], and the construction of the supervisory team [21].

### 3. Literature on the "research for learning" model

The concept of "research for learning" was first proposed in the late 20th century for the teaching and research of Marxist theory courses [22]. In the 21st century, it has attracted widespread attention in the academic community. Initially still focused on "research for learning in Marxist-Leninist theory courses", it has gradually been applied to teaching and research fields and disciplines at different levels of education, such as secondary schools, vocational secondary schools, colleges and universities. For example, chemistry [23], physics [24] and some other courses. Among these, the model has been most widely used and is more mature in the fields of civics and medicine, which can provide a good reference and orientation for other disciplines and fields.

### **3. Training programmes and curricula for learning through research**

The training mode of academic art graduate students takes scholarly research as the forerunner, practice as the foundation, and improvement of practice as the way. In the process of academic research, graduate students can also improve their academic quality. At the same time, in the practice link, graduate students should further consolidate and improve their professional skills, and be able to transform their professional skills into practical application ability. Therefore, in the disciplinary art graduate training mode, improving the practice link is the key to improving the overall quality and professional level of graduate students.

#### **3.1 Optimising the curriculum**

Optimising the curriculum is the core content of the disciplinary art graduate training mode. At present, the curriculum of art majors in China's major art colleges and universities is mainly divided into two main categories: one for art majors and the other for fine arts majors.

On the one hand, we should focus on offering some basic and regular professional courses, such as: art appreciation, Chinese and foreign art history, introduction to art, etc. On the other hand, we should focus on offering some professional and creative professional courses, such as simulation teaching classroom to optimise students' teaching methods, leading graduate students in the teaching of the subject to think about how to use the interdisciplinary vision of the development of a lively teaching, and so on. We should focus on the combination of theory and practice. When carrying out this kind of professional skills training, graduate students should focus on combining their professional knowledge and related professional skills.

#### **3.2 Reform of teaching methods**

In the current teaching process of graduate students, the traditional teaching methods have certain disadvantages, with a single classroom indoctrination mode can not effectively improve the overall quality and professional level of graduate students. Therefore, teachers should focus on reforming teaching methods in the teaching process, and use scientific and reasonable teaching methods to improve the overall quality and professional level of graduate students.

First of all, teachers can use group discussion, case study, project study and other methods to teach in the course. For example, in the art history course, teachers can use group discussion to teach. Teachers can integrate the knowledge of art history into case studies to help graduate students better understand the knowledge of art history; secondly, teachers should focus on creating a relaxed and pleasant learning atmosphere in the teaching process. For example, teachers can stimulate graduate students' interest in learning by organising academic lectures, holding exhibitions, organising academic discussions, etc. Teachers can also introduce some excellent works into the classroom teaching, so that graduate students can feel the shock of excellent works in close proximity; finally, teachers should pay attention to interactive communication with students in the teaching process. For example, teachers can discuss with students the topics they are researching or preparing to research, so that postgraduate students can have a deep understanding of the content and research direction of the topic; they can also organise students to attend various academic lectures, seminars, exhibitions and other

activities, so that postgraduate students can have a better understanding of the latest progress in relevant fields at home and abroad.

In short, in the process of postgraduate education, teachers should focus on innovative teaching methods, can increase the use of multimedia courseware in the classroom teaching process, can make full use of network resources and library resources,[25] can also allow graduate students to participate in course design, etc., only in this way can we improve the comprehensive quality of postgraduate students and professional level.

### **3.3 Constructing an independent study mode for postgraduates**

In the stage of postgraduate study, in addition to teachers guiding students to study, a more important factor is to take project-based teaching as the driving force, and actively provide a platform for postgraduates to motivate them to study independently. In the specific operation of project-based teaching, the teacher no longer stays in the book lectures, but around a certain art education topics, or art history topics for discussion. The teacher's role is mainly a questioner, guiding students to develop a sense of problem, actively searching for literature around the topic, and clarifying their own views, so as to enhance the scientific research ability of postgraduates; in addition, in the process of searching for literature, students may have a series of questions, which are the key to the formation of the students' awareness of the problem, and under the awareness of the problem, they will try to solve the problem by using feasible research methods, thus forming a systemic approach to the problem. Under the problem consciousness, they will try to apply feasible research methods to solve the corresponding problems, thus forming a systematic logic of research thinking.

A significant change in the cultivation of graduate students' awareness of independent study problems is that students no longer feel fear and trepidation about the research they are going to carry out, but have the ability to list a series of questions, construct a mind map of them, carry out a series of research activities such as field surveys, interviews and other research activities with the questions, and take active notes, not only solving the problems put forward by the tutor independently and proactively, but also forming their own thinking logic in the process of the research. In the process, they formed their own research themes. Several postgraduates under the author's supervision have independently obtained high-quality projects under the independent student mode, which has greatly increased their self-confidence in scientific research. In this regard, the mode of research for learning and strengthening independent learning of postgraduates has, to a large extent, enhanced their independent scientific research ability and increased their subjective initiative as students.

## **4. Ways of cultivating graduate students' problem awareness**

The difference between graduate students in disciplinary art and master students in art studies is that they need to acquire knowledge of art history as well as an understanding of the rules of teaching in primary and secondary schools. The mechanical study of art history and its application in primary and secondary schools will inevitably lead to the fragmentation and rigidity of the knowledge imparted, and it is necessary to internalise the theoretical knowledge and transform it into a vivid map of knowledge, which will inevitably bring out the highlights of the knowledge points taught when entering the primary and secondary school teaching

stage. Thus, the practice link is an important stage of graduate students to carry out research, this stage, graduate students are encouraged to carry out art galleries and museums in the presence of learning, attend academic seminars to understand the limits of the discipline and broaden their horizons and other multiple ways to carry out these graduate students in the entry into the opening of the subject and the thesis writing to provide an important first-hand information to support. Therefore, the discipline of art graduate training units should actively organize students to research units and primary and secondary schools to visit and exchange activities, and encourage graduate students to use the winter and summer holidays to carry out social practice activities, to cultivate graduate students' awareness of the problem, good at discovering problems, and bring the problem into the research, practice and thesis writing, for the solution of the current primary and secondary schools in art teaching and research and optimization of the classroom, is undoubtedly beneficial.

#### **4.1 Sharpening the professional skills of graduate students in practice**

In the process of theoretical research, professional art graduates should actively carry out research on the subject and test their theoretical achievements through the practice of the subject. In the process of professional practice, professional art graduates should accumulate experience and improve their professional skills. In addition, postgraduates should participate in more art exhibitions and subject competitions to understand the current development of art theory and the latest achievements of art theory research, and in subject competitions, they should transform the awareness of problems in the process of research into ideas for competitions, and form exchanges through the expression of their works to improve their own professional skills, from which students can experience the significance of creativity as a means of exploring innovative and original ideas for the individuals to provide credibility and influence approaches to learning.[26]

In addition to the above, as a tutor in the discipline of Fine Arts, we undertake a variety of textbook research projects, which provide opportunities for graduate students to participate in data retrieval, research and study tours, etc. In this way, postgraduate students receive good academic training and improve their professional skills. The faculty team assigns research tasks to graduate students in the discipline of fine arts, and evaluates and rewards graduate students for the excellent results they show in the process of carrying out the projects.

#### **4.2 Provide more opportunities for academic exchanges and interactions**

In the training process of discipline art graduates, students should be provided with more opportunities for academic exchanges and interactions, which is also an effective way to improve the overall quality and ability of discipline art graduates. First of all, colleges and universities should organize students to participate in academic conferences, lectures, book reviews and other activities held by schools and colleges to enhance communication between students and scholars, to learn about the latest academic research results and development dynamics at home and abroad, so that students can keep abreast of the cutting-edge dynamics of the development of discipline art disciplines; secondly, colleges and universities should encourage students to participate in national exhibitions, national academic symposia and other activities, to provide students with more opportunities for interactive exchanges with artists and scholars to interact and communicate. This point in the famous art schools and comprehensive universities have good cases, such as China Academy of Art invited famous scholars and artists at home and abroad to hold a series of academic symposiums to the school;

the Nanjing Arts Institute is very famous national young scholars art forum, inviting domestic and foreign famous scholars and artists to the school to hold a series of academic lectures. Through academic exchanges and interactions, students can broaden their horizons and deepen their knowledge, and focus on measuring learning rather than stimulating, promoting, or producing learning in students.[27]

### **4.3 Stimulating students' creative thinking and innovation**

Innovation is a kind of ability, a kind of artistic practice ability, a kind of ability to combine existing knowledge with artistic creation. Cultivating the innovation ability of postgraduate students requires a favourable environment, and a virtuous circle must be formed at both the school and social levels. On the one hand, the school should create good learning and research conditions for postgraduate students, continuously strengthen the construction of the art postgraduate tutor team, establish and improve the relevant system, and create a better learning environment for postgraduate students. On the other hand, on the social level, we should provide a broad development space and platform for graduate students, and create a favourable atmosphere conducive to academic innovation and artistic creation. Through the organic combination of the two, we can put the cultivation of postgraduate students' innovative ability into practice and provide new ideas for the discipline of art to cultivate more high-quality talents.

The reform of the cultivation mode of postgraduate students of disciplinary fine arts must not only be realized by colleges and universities through the continuous improvement of practical links, but also requires students to have strong innovative thinking and innovative ability. Therefore, colleges and universities need to stimulate students' innovative thinking and innovative ability in various ways, especially to encourage students to conduct theoretical research, artistic creation, teaching practice and so on. First of all, colleges and universities should provide students with the space and time for free play, allowing students to freely choose the topic and time for creation. Second, colleges and universities can provide students with academic exchange opportunities by inviting some famous scholars or artists to schools for academic exchange, inviting some famous art works to schools for exhibition, inviting some excellent art works to schools for exhibition, and so on. Through these activities, students' creative thinking and innovative ability can be effectively stimulated.

## **5. Conclusion**

The cultivation mode of postgraduate students of academic art should be based on three aspects, such as system construction, practical connection and comprehensive quality of tutors, so as to give full play to the role of tutors in the cultivation of postgraduate students, focusing on the active role of scientific research tutors in the teaching process, guiding students to establish correct academic concepts, and cultivating more high-quality talents for society through their own efforts. Combining postgraduate education with scientific research, and training postgraduate students to become researchers or scientific research backbones, is the basic requirement for higher art education to cultivate high-level talents. At the same time, in view of the characteristics of China's postgraduate students in art disciplines and the current situation of postgraduate education, combined with the concept of "research for learning", the direction and content of the construction of postgraduate students in art disciplines, hoping to

be able to provide a new way of thinking for China's higher art education to cultivate more high-quality talents.

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