

The Way of Integrating Art Appreciation Course into the Talent Cultivation of Tobacco Profession

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Abstract: Integrating the art appreciation course into the talent cultivation plan of tobacco profession has become the major way for colleges and universities to implement aesthetic education. This is also one of the reform measures of public curriculum in colleges and universities in the new era. By clarifying the concept connotation and policy requirements of the art appreciation course, and combining the talent training characteristics of tobacco profession, the construction of tobacco profession can be promoted. By doing this, on the one hand, it is conducive to consolidating the talent training plan of tobacco profession. On the other hand, it can cultivate the artistic ability of students majoring in tobacco, expand their artistic knowledge, and effectively build up their aesthetic quality and artistic level. As the consequence, the talent training quality of tobacco profession can be improved.

Key words: tobacco profession; art appreciation course; talent training

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In 2006, the General Office of the Ministry of Education of China issued the "Public Art Curriculum Guidance Plan for National Colleges and Universities" clearly stated that the goal of the public art curriculum is: "Through appreciating works of art, learning art theory, participating in art activities, etc., establish correct aesthetic concepts, cultivate elegant aesthetic taste, and promote the comprehensive and harmonious development of morality, intelligence, physical beauty, etc." The plan also pointed out that universities should offer 8 restricted elective courses such as "Introduction to Art" and "Music Appreciation" and several optional elective courses such as "Symphony

Elective Appreciation" class.¹ After that, in 2015, the General Office of the State Council of China formulated and issued the "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education";² In March 2019, the Ministry of Education of the People's Republic of China issued the "Opinions on Effectively Strengthening the Work of Aesthetic Education in Colleges and Universities in the New Era";³ In 2020, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council of the People's Republic of China issued the "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era. It mainly includes courses in music, fine arts, calligraphy, dance,

drama, opera, film and television." In terms of curriculum construction, it is clearly stated: "The higher education stage offers public art courses with aesthetic and humanistic literacy cultivation as the core, innovation ability cultivation as the focus, and the inheritance and development of Chinese excellent traditional culture and art classics education as the main content."⁴ The promulgation of this series of policies provides guidance for ordinary colleges and universities to better introduce art courses into talent training programs.

In the new era, the national level has paid unprecedented attention to the history of school aesthetic education, and has provided policy basis and direction guidance for various professional art education. As one of the many majors, the tobacco major is no exception. Tobacco is a discipline with strong practicality. With the rapid development of the tobacco industry, the industry has put forward higher requirements for the training and comprehensive quality of tobacco talents in agricultural colleges and universities. The talents cultivated must not only master solid tobacco professional theoretical knowledge and skills,⁵ should also have strong practical operation ability, scientific experiment ability, analysis and problem-solving ability.⁶ In addition, the aesthetic education of tobacco students should be more in line with the current teaching curriculum reform, and art appreciation courses should be reasonably integrated into professional teaching. Tobacco majors can gain more opportunities in the current job market by continuously improving their artistic aesthetics with solid theoretical courses. At present, scholars' research on tobacco professional talent training programs mainly focuses on the reform of the teaching strategy of a certain course of tobacco major. For example, He Fan, Song (2012) aimed at the gap between the learning of tobacco professional skills and market demand, and discussed the problems arising from the current teaching mode of tobacco modulation and the reform strategies of course materials, course teaching, practical teaching and assessment methods. In addition, from the perspective of the overall needs of

society, the analysis of the demand for tobacco talents under the new situation has also received general attention in the academic circle. The in-depth analysis of the reasons for the employment difficulties of tobacco graduates and the discussion of innovating the current talent training model provide a reference for the study of this article. Although the existing research results pay attention to the current situation of tobacco professional talent training, scholars pay far less attention to the artistic and aesthetic ability of tobacco majors. Tobacco majors should have both humanities and art, and in the current teaching reform. Under the general background, further analysis and discussion are still needed. This article is the response to this question.

THE PARTICULARITY AND NECESSITY OF INTEGRATING "ART APPRECIATION COURSES" INTO THE TALENT CULTIVATION OF TOBACCO PROFESSION

In 1928, the Central University included "tobacco science" in school education, marking the beginning of tobacco education in China.⁷ Compared with other disciplines, tobacco science in China started late, and the number of specialized talents cultivated in the early stage was small, which directly led to the backwardness of the technical level of tobacco science in China. After more than 90 years of development, the number of colleges and universities that have obtained tobacco talent training has increased. The education system covers three levels of undergraduate, master's and doctoral students, and has built a good "ecological environment" for the cultivation of tobacco talents. In the 2021 undergraduate tobacco professional ranking list, Henan Agricultural University is even the top of the ranking list, becoming the leader of the tobacco professional. However, looking at the curriculum design of the tobacco major, it is not difficult to find that many courses require extremely high levels of students' chemistry and biology, and the students' actual ability cannot match the difficult teaching, which makes many tobacco majors lose their sense of identity with the major. Therefore, it is necessary to strengthen the integration of art appreciation courses in the tobacco science teaching system, so that students gain professional knowledge, improve their own aesthetic concepts, view the development of the subject from an

aesthetic perspective, and continuously enhance students' love for the subject. Only in this way can we continue to enrich the training system for tobacco professionals. Specifically, the necessity of integrating "art design" into the training of tobacco professionals is mainly reflected in the following levels:

Providing Support for Tobacco Profession Students to Enhance Their Confidence in Art and Culture

The integration of art appreciation courses into the tobacco professional training plan is to use art works for readers, audiences, and listeners to use personal visual and auditory perceptions. It is an active aesthetic re-creation activity for art works using personal perceptions of vision and hearing, as well as existing life experience, artistic accomplishment, hobbies, thoughts, emotions and aesthetic ideals, etc. As a limited elective course, the art appreciation course is an important part of the university's aesthetic education curriculum system.⁸

The development of art appreciation courses can not only improve students' appreciation and perception of beauty, but also cultivate students' innovative thinking, which is an important part of the overall development of college students. In the past tobacco science teaching system, students' art appreciation courses have not received real attention. Students often study in the laboratory. If the important position of the art appreciation course cannot be established for a long time, then the aesthetic education practice of the tobacco major is in danger of losing its pillar and soul. Therefore, in the tobacco professional talent training program, it is necessary to further strengthen the depth and practice of art appreciation courses, to lay a solid foundation for the quality of students' aesthetic education, and to provide support for students to enhance their artistic self-confidence.

Building A Solid Foundation for the Artistic Innovation Ability of Tobacco Profession Students

Public art courses have an important role that

cannot be replaced by other courses. The Ministry of Education issued relevant documents indicating that art and cultural quality education must be implemented throughout the education from elementary school to university. It is conceivable that the implementation of art quality education is not a single one, but from the origin of art, the characteristics of art itself and the value of art, to learn and understand. Long-term art learning can cultivate more artistic sensitivity for students majoring in tobacco. Through the long-term influence of art appreciation courses, students can learn more about cultural learning and art learning, broaden the scope of students' learning, and truly exert the tension of college art appreciation courses.⁹ Through continuous and systematic study of art appreciation courses, students majoring in tobacco can improve their imagination and innovation ability, not only can they apply their creative abilities to tobacco major courses, but also can continue to exert themselves in their careers. It can be seen that rooting art appreciation courses in the tobacco science teaching system is one of the hardware conditions that students must master in the new era, is the source of motivation for students' innovative ability, and is a new way to innovate the training model of tobacco professionals.

Laying the Foundation for the Cultivation of Whole Person Characteristics for Tobacco Profession Students

Different from the professional education for the cultivation of art professionals, the goal of public art appreciation courses is not for professionals in the professional art field. It is mainly for popularization and simultaneous education for all college students, imparting basic art knowledge, and cultivating the core literacy of students' art philosophy, art history, and art appreciation education.¹⁰ Focusing on the cultivation of tobacco professionals, art appreciation curriculum education does not train students to be experts in a certain art field. Its more value lies in improving the quality and efficiency of students' physical, emotional, psychological, knowledge, and cultural aspects. In the process of aesthetic education, students are told to convey their artistic perceptions in a comprehensive manner, directly reach the soul, and subtly penetrate into the individual's subconsciousness, and finally integrate cultural

expression and behavior. That is to say, through the cultivation of art appreciation courses, students can feel the powerful appeal of art works and ideas, perceive the powerful spiritual power brought by subtle aesthetic activities, and then act on their hearts, and finally obtain their own comprehensive development.

THE PRACTICAL PATH OF INTEGRATING ART APPRECIATION COURSE INTO THE TALENT CULTIVATION PLAN OF TOBACCO PROFESSION

At present, the introduction of "art appreciation course" into the training and construction of tobacco professionals has some realistic dilemmas that need to be broken through. These realistic dilemmas have both subjective factors and objective restrictions. In the future, tobacco professionals will be engaged in advanced research such as the study of tobacco pathology, and their innovative thinking must be strengthened. Tobacco professionals must uphold the overall situation and take multiple measures to better root the "art appreciation course" in the tobacco professional training system.

Strengthening the Team Building of the "Art Appreciation Course" toward Tobacco Profession

The core element of the talent training and construction of the "Art Appreciation Course" of the tobacco major is the teacher, and the subject of its implementation is also the teacher of the art major. Although the teachers serving as public art courses have been trained in the postgraduate education in terms of academic qualifications, they have a background in a certain art major, have mastered certain art and technical skills, and are more accurate in answering the teaching goals. However, judging from the methods and teaching process adopted, most teachers believe that tobacco majors are not taking this course out of interest. Most students are "forced" to attend classes due to credit requirements. Teachers also lack specific artistic backgrounds for tobacco majors. The relationship between students' ability

to feel beauty, express beauty, and create beauty and the teaching of public art appreciation courses is weak. Teachers and tobacco students lack benign communication and interaction, and eventually the embarrassing phenomenon of mainly imparting artistic knowledge and skills appears. Teachers should improve their teaching level in the following aspects:

First of all, changing the artistic education concept of teachers who teach the course of tobacco profession. For most students of tobacco profession, art appreciation Course is certainly used as a means of elective credits. However, if teachers can introduce students to deeper art halls and stimulate students' artistic creativity through what they have learned, instead of paranoidly believing that tobacco majors are too utilitarian, students' artistic ability can be cultivated better in art appreciation course.¹¹ Therefore, changing the teachers' concept and making them enthusiastic is the most important and fundamental part in order to truly enhance students' love of the course.

Secondly, strengthen the learning experience of tobacco students by feeling art works, performing and communicating. Under the guidance of the teacher, students can use the practice outside the classroom and freely adopt the way of appreciating related works online.¹² Because tobacco science itself has a tobacco design course, this naturally provides a cultivating soil for students' artistic creativity. In the process of tobacco art design, students themselves can bring their professional works into the art appreciation course. And then, by interacting with art teachers, the professional knowledge and art can be better linked.

Excavating the Inherent Elements of Art Appreciation Course in the Tobacco Profession

Clarifying "what kind of resources to tap" is the logical starting point for the scientific design of the teaching content of the "Art Appreciation Course".¹³ There are still problems in the current curriculum for tobacco professional training, such as knowledge structure imbalance, curriculum content lag, curriculum overlap, fewer new courses, and emphasis on practice. This is also the reason why some teachers are applying mechanically, drawing forced analogies, not good at creating tobacco classrooms that can truly integrate artistic elements, and make it difficult for

tobacco students to meet the high-level and innovative requirements of artistic design ability. In fact, innovative elements are needed in various courses of tobacco subject. Students can discover and solve problems is the key to the growth of the discipline. In the meanwhile, it is necessary to dig deep into the innovative value and aesthetic education core contained in the art appreciation course, and to refine and process them. For example, the history of art and culture learned by students in the art appreciation course, and examining a certain problem from a multi-dimensional perspective can enhance students' learning ability.¹⁴

Exploring the Education and Teaching Method Reform of the Art Appreciation Course for the Tobacco Profession

As far as teaching methods are concerned, the combination of tobacco professional courses with art education is currently lacking, and some new teaching methods, such as micro-classes, MOOCs, flipped classrooms, and other applied research are not perfectly connected to art appreciation courses. Single, closed, one-way, and teacher-student deviations urgently need to be transformed into a practical, open, systematic, and teacher-student interactive model. Teachers should use participatory and other lively teaching methods to make students feel and understand the process of formation and development of art, at the time stimulate students' independent thinking and innovative consciousness. As the consequence, new knowledge can be acquired constantly and ability can be improved.¹⁵

Specifically, the teaching of art courses for tobacco profession should be based on course practice, innovative teaching methods, enriching curriculum content, and optimizing teaching design to strengthen the problem orientation of the construction of "art appreciation course" for tobacco profession. In future teaching, various forms such as case collections, micro-videos, and flipped classrooms can be used to present more ideological and elemental content, making teaching methods and educating methods more abundant.

Speeding up the Construction of Evaluation System for the Art Appreciation Course of the Tobacco Profession

In reality, it is difficult to quantify and evaluate the assessment of teachers' morality. The work of educating people often becomes a "soft task" and a "soft index" in the assessment.¹⁶ This makes it difficult for teachers to "stay true to the mission" under the heavy teaching and researching tasks, that is, teaching and educating people is seriously challenged. Therefore, once there is a lack of scientific evaluation system for the "Art Appreciation Course" for tobacco profession, it will be difficult to give full play to the enthusiasm, initiative, and creativity of teachers. For this reason, the development of the "Art Appreciation Course" of the tobacco profession must establish objective and scientific evaluation standards to evaluate the effectiveness of its implementation. The first is to formulate detailed rules for assessing the responsibility of morality education. The second is to build a dynamic evaluation system. The evaluation of the effectiveness of teaching needs to include student "popularity degree", expert "evaluation degree" and social "response degree" in a timely manner, rather than just refer to teaching plans, grades, and major points. The third is to improve the teaching quality incentive mechanism. Both teaching ability and aesthetic education ability should be regarded as important indicators for tobacco professional performance assessment, job title evaluation, and excellent evaluation.

CONCLUSION

It is a basic, systematic, and complex strategic project to excavate and make good use of the "art appreciation course" elements of various majors of tobacco science and give full play to the tension of the art appreciation course in the tobacco profession. It is an educational concept, a way of thinking, an educational practice, and even an educational goal to incorporate "artistic course appreciation" in the training of tobacco professionals. It is an educational goal to explore its internal logic and operating mechanism theoretically, and from time to time. Discussing its teaching design and extracurricular expansion is a long-term process, which requires more research and practice in the future in order to make breakthroughs and improvements.

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