ANALYSIS OF THE DIFFERENCES BETWEEN THE ART QUALITY EDUCATION MANAGEMENT SYSTEM IN CHINA AND RUSSIA

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ABSTRACT

Russia's art education in colleges and universities is globalized. Art education management system at the beginning of the establishment of higher education, its management system is constantly improving and maturing. Under the circumstance of such cultural elements as democracy, equality, individualism and openness, and the rule of law, the management system of artistic quality education in Russian universities has formed a reasonable structure system. This article analyzes and compares the artistic quality education in China and Russia and draws lessons from Russian artistic quality education the successful experience of the reform of our country art quality education management system has an important reference.

1. INTRODUCTION

In order to effectively improve the quality of classroom teaching of art-based quality education, we must educate students according to the correct standards of art-based quality education and implementation [1]. However, in order to better realize the quality of art-based education, we must teach students in accordance with their aptitudes and aim at different characteristics of different countries. Conduct appropriate art quality education content. Due to different cultural backgrounds, differences in students' qualities, differences in interests and differences in professional learning content between China and Russia, it is very hard to receive good teaching results if the quality education mode is still copied. China's art quality education. Therefore, it is necessary to study the differences of the management system of artistic quality education between China and Russia universities [2].

2. THE BASIC SITUATION OF CHINA ART QUALITY EDUCATION MANAGEMENT SYSTEM

The management system of public art education in colleges and universities refers to the running track and movement mode of all the elements in the overall system of artistic quality education in colleges and universities, the interconnection and coordination of various factors, so as to form specific functions and effectively achieve the goal of artistic quality education in colleges and universities. Management system is the core of art quality education management mechanism in colleges and universities [3].

The administrative departments for art quality education in our country mainly carry out macro-control on art quality education in colleges and universities and set up the sports health and art education department. Sports Health and Arts Education Division is a

development of relevant policies and education teaching guidance documents; guide primary and secondary sports, health and health education, art education, national defense education; coordination of high school students to participate in international sports competitions and arts exchange activities; planning, Guidance related to the construction of teaching materials and teacher training, training institutions. The administrative department of art quality education in our country listens to the recommendation of the Art Education Committee and so on to make plans for the development of art quality education in colleges and universities and to provide information for art quality education in colleges and universities, academic seminars on art training and art education, Service, and coordination of public art education and management of the various relationships on the quality of art education and management effectiveness and implementation of policies and regulations to monitor.

The administrative department of art quality education in our country has also set up a mechanism of regulation and feedback, which is under the responsibility of the Department of Sports, Health and Arts Education. Through the research on the communication of artistic quality education in colleges and universities, we can understand the actual situation of art quality education in colleges and universities and make timely adjustments. Article 17 of the Procedures for School Art Education stipulates that "educational administration departments and schools shall commend and reward units and individuals that have made outstanding achievements in their art education at schools." The schools are required to further their studies and observe Activities to provide conditions; concerned about the teacher's work and life; the organization and counseling extracurricular art education activities should be included in the workload; arts teachers enjoy the same incentives with other subjects, appraisal job position treatment [3]. Through the

management of art quality education in colleges and universities to ensure its normal operation. The work of art quality education throughout the country is under the direction and guidance of the education administration department under the State Council.

The educational administrative departments of local people's governments at various levels shall be in charge of and coordinate the artistic education of schools within their respective administrative areas. Educational departments at all levels shall establish a system of supervision and assessment of the art education in schools. Article 18 of the Procedures for School Art Education stipulates that "in violation of these Procedures, they refuse to perform their duties of art education in accordance with their affiliation, which shall be criticized by the higher education administrative department or the education administrative department or school respectively and shall be ordered to make corrections within a specified time limit. The education is not changed, depending on the seriousness of the situation, the direct responsible person for administrative sanctions. "Through certain means of punishment to the art quality education in colleges and universities to be restricted.

3. ANALYSIS ON THE DIFFERENCES OF ARTISTIC QUALITY EDUCATION BEHAVIOR IN COLLEGES AND UNIVERSITIES

3.1 The Art Quality Education Management System in Chinese Colleges and universities

As an integral part of institutions of higher learning, art academies have both commonalities and individualities in the process of implementing art-oriented education. First of all, through the implementation of quality education, the use of modern art teaching ideas and ideas, to teach students the basic theory of art and skills in science, to help students master the art of thinking suitable for individual differences in thinking and promote students to develop lifelong physical habits [4]. Second, through the implementation of artistic quality education to help students improve their physical fitness, through the basic knowledge, basic skills, basic skills, effectively improve the health of students. Thirdly, through the implementation of scientific art education, we should cultivate students' noble and sentimental personal will and carry out the double education of the fine traditions of socialism and spiritual civilization [5]. Finally, according to the characteristics of arts college students majored in the implementation of targeted art quality education. The real goal is to make art quality education to achieve talent training of art colleges and universities.

With the promulgation of "Opinions on Popularizing Art Education in Ordinary Colleges and Universities", "Opinions on Strengthening the Art Education in Ordinary Colleges and Universities", "Procedures for School Art Education" and "Programs for Setting up Public Art Curriculum in Colleges and Universities", etc. Policy documents, relevant experts and scholars continue to explore and study the public art education in colleges and universities, the public art education in colleges and universities in our country is developing rapidly in the direction of standardization and science and many gratifying achievements have been made.

First, with the all-round promotion of art quality education, our institutions of higher learning further clarified the role and importance of art-based quality education and its goals, strengthened the management and leadership of art-based quality education, and constantly explored ways suitable for the development of art-based quality education in colleges and universities.

Second, colleges and universities, combined with their own actual conditions, take art quality education curriculum as an entry point, strengthen the construction of public art courses, and implement the requirements and goals of public art education. For example, Peking University started implementing the "Yuanpei Plan" in 2001, that is, it implemented a credit system of free choice of course under the

guidance of mentors and the teaching plan. It also implemented wide-caliber professional education in higher grades and general education in the lower grades. Tsinghua University offers art electives for all grade level students, restrictive electives for freshmen, encourage each student to choose an art skills class, and offers an art minor for art students at the school. In order to enrich the artistic connotation of students, colleges and universities all over the country have set up a series of art lectures and open classes to meet students' thirst for knowledge. In order to urge students to receive arts education, some colleges and universities have made explicit demands on credits in arts education.

Third, the formation of artistic community, to carry out colorful campus art activities, and create a good artistic atmosphere. Public art education faces all students, and various colleges and universities organize various cultural and art activities, such as "choral competition", "campus culture festival", "campus singer contest" and "college student festival" to provide more students with one Display their artistic talent platform to promote the healthy development of public art education in colleges and universities.

Fourthly, fully tap and utilize public art education resources, forming a combination of social and cultural construction and school art quality education. Universities and local colleges combined with local folk art features, by hiring well-known artists and groups outside to hold lectures or evening, not only expanded the students' knowledge, but also to promote the construction of campus culture.

3.2 Art Quality Education Management System in Russian Universities

Russia's higher education management structure system has four layers: universities, professional or professional associations, state governments and the federal government. The formation of this system of management structures is deeply influenced by Russia's democratic, individualistic, open and legal culture.

Russia's higher education administration is a structure that is highly decentralized because Russia is an immigrant country. Most immigrants are poor peasants, handicraftsmen and Puritans who escaped religious persecution and political persecution. They came to a new country with the pursuit of political democracy and personal liberty and their traditional resistance and tried to establish a "free kingdom." This determines the Russian federal government does not directly manage the right to higher education, so higher education management rights remain in the state government.

The federal government has no right to determine the education system in the country and the courses offered by schools. It can only give macro guidance to the development of colleges and universities through policies, laws and funds based on the interests of the country and the nation. The functions of the federal government in the administration of higher education mainly focus on ensuring equal citizens' right to education, guiding the research direction of colleges and universities by means of legislation in the form of financial appropriation, helping students study and colleges and universities to reduce their burdens by adjusting tax policies, Way to set up a special committee to provide counseling and guidance for colleges and universities. Because of the different political, economic and cultural backgrounds in different regions of Russia, there are great differences in the development history, school layout, nature, categories and scale of running schools in various regions of the country.

Therefore, the modes of administering higher education in different states are also different. The general function of the regional government is to coordinate and coordinate the relations between the universities and the government, reflect the situation to the government, convey the decision-making information to the

universities and realize the effective communication between the government and the universities. Individualism is Russia's core values, and some even equate individualism with Russian spirit. The and freedom in Russia. It emphasizes that individuals have the right to choose anything on their own. It emphasizes that individuals should be proactive, Equal opportunity and personal freedom are the basic guarantees for self-worth.

Russia's individualism has also gone through a series of stages of development as the environment changes. The development of Russian individualism is gradually divided into five stages: early individualism, pioneer individualism, industrial social individualism, collectivism, and uncontrolled individualism. Collectivism, on the other hand, still emphasizes the role of individuals, emphasizing that individuals develop their personal spirit and realize their own value through their participation in group activities in a collaborative manner. The cultural soil of democracy and equality gave birth to the first and second levels in the structure of higher education administration, namely, the federal and state governments. Under the individualistic pursuit of individual freedom, Russian universities have formed an internal management system that is free from government interference to the greatest extent: school-based management, with its board of directors and principals playing a large role, "the board of directors generally has only the responsibility of university presidents Appointment, the appointment of key personnel for the university to fulfill the procedures, to grasp the basic principles of the university and the development of major issues related to university decision-making. Teaching management rights are mainly in the faculty level.

Admissions, appointment of administrative staff, appointment of teachers and teacher qualification promotion, Arranging funds other than project funding, and improving the right of teaching facilities etc. With the popularization of higher education and the ever-increasing number of colleges and universities, multi-campus joint university systems have emerged under the influence of the "collectivism" culture. Of the university system or university system established at a university level was developed over the past 50 years.

Traditionally, the board set up by the school in the development of school-running standards and policies can not avoid duplication of professional settings and waste of resources, not well To achieve the school interoperability, resource sharing, while the state coordination agencies lack real, Can not well coordinate the government and colleges and universities, and cause the intervention of university autonomy is not conducive to the development of universities. Multi-campus joint university system, the establishment of a unified

term "individualism" here is different from "starting from all personal interests." It is closely linked with the concept of democracy, equality

university board of directors, in the core curriculum and credit transfer, tuition standards There are uniform standards and policies to promote resource sharing and common progress, avoiding waste of resources and improving the scale and efficiency of running schools.

4. CONCLUSION

The art quality education and management of ordinary college students in our country is the students' cognition of the whole content of art and the active reflection process of artistic knowledge in the minds of students. The external expression of artistic consciousness is the student's enthusiasm for art, artistic interest, and so on. The general theory of art quality education in ordinary colleges and the study of basic art knowledge mainly focus on the understanding of the basic knowledge of art disciplines and the study of basic theoretical knowledge of art so as to help the students in common colleges and universities better understand the effects of art quality education on themselves Influence, art quality education self-learning ability training, including self-learning art quality education theoretical knowledge ability. By learning relevant knowledge to improve the coordination and mobility of students.

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