Research Article

Construction of the Discipline System of Art Theory under the Concept of Major Discipline[*]

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Abstract

In recent years, with the more refined and professional pursuit of art works by the masses, the education of art theory has attracted more and more attention. The demand of the society for high-level art talents has become more and more intense and construction of the discipline system of art theory has become more and more important. The construction is even more important. In view of the teaching difficulty brought by short development time, multi-disciplinary and weak foundation of domestic art education, this paper proposes a teaching plan integrating MOOC concept under the perspective of major discipline. The construction and implementation of this plan can greatly expand the professional depth and breadth of teachers and students and stimulate the learning interest of students so as to develop their autonomous learning ability. The practice has proved that the proposed scheme can complement the deficiencies in the current teaching system and improve the construction of art discipline system in colleges and universities.

Keywords

Art Theory • Autonomous Learning • Discipline System Construction • MOOC Concept

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Art teaching is an important composition of college teaching. Art is an art form with a long history that can improve the aesthetic ability. Art education can directly improve students' ability to appreciate beauty and discover beauty, which has an important role in the balanced development of students' personality (Gibson, 2010). As the people's pursuit of art works is more refined and specialized, art theory education has attracted more and more attention and the society's demand for high-level art talents is also increasing. Because modern aesthetics can penetrate many professions and is inseparable from various industries, the characteristics of major discipline are very obvious. For example, Chinese can add poetic and artistic meaning to art teaching; mathematics can cultivate students' three-dimensional sense and better understand the point and line relationship in art textbooks; art can mobilize students' motivation for art learning and help students develop innovative ability. Therefore, art teachers should be good at discovering the art elements in other disciplines and use them to train students to discover and apply various resources around them to learn art knowledge, and to integrate the knowledge of various disciplines. With introduction of "Several Opinions on Promoting the Development of School Art Education" by the Ministry of Education in 2014, the artistic quality assessment has been conducted in primary and secondary schools, colleges and universities in an extensive scale and the strengthening of aesthetic education has been put on the agenda throughout the country. However, in the art teaching of domestic colleges and universities, there are problems such as difficulty in discipline construction and lack of teaching content. Under this background, the online course "MOOC" comes into being.

MOOC is a large-scale open online course (Alario-Hoyos, *et al*., 2013). Unlike traditional courses, which are limited to a few dozen or hundreds of students, there are no limitation in the number of students in MOOC. There are as many as 100,000 students in some large courses. Also, this form of teaching is nor limited in time and space, which greatly lowers the learning threshold. The advent of the MOOC has brought a huge impact on traditional education. The MOOC has the advantage of large scale and inclusiveness, which can benefit students from all walks of life, regardless of their nationality and age (Dillahunt, Wang & Teasley, 2014). Based on the network platform, the MOOC system is characterized by diversified information, which can bring a strong teaching force to the school. Students are provided with more opportunities to exchange with and learn from renowned teachers so as to broaden students' horizons. Also, various forms of art courses are provided to students at the same time, which is an effective complement to previous listening-type teaching (Schuwer et al., 2014).

Current Status of Art Theory System

Formalistic System Construction

China's modern art education started relatively late. It was interrupted in the 1960s due to historical reasons, which began to recover in the 1980s. With the increasing enrichment of social and economic life, the people's demand for art works is increasing and the demand for high-level talents is also growing (Duncum, 2010). However, in the current society, art education is generally considered to be a simple teaching of painting and there is no comprehensive understanding of the role of art in the cultivation of personality. Colleges and universities do not pay attention to the actual theoretical system; teachers are formalistic in teaching; and students are perfunctory in their learning, which leads to the unsatisfactory effect of art education. At the same

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time, in the process of constructing the art theoretical system in domestic colleges and universities, the curriculum construction is isolated. Emphasis is only placed on the curriculum itself while the importance of talent cultivation in colleges and universities is not considered. Also, the relevance of art education and talent cultivation is not realized and students' cognitive level and needs are not truly considered so that the comprehensive acceptance of students is low (Duncum, 2003).

Misunderstandings in the Construction of Art System

On the one hand, college students are generally dissatisfied with the art curriculum. Many students believe that the content of art teaching is old-fashioned and the teaching method is too traditional to advance with the times. In addition, due to the insufficient construction level of art system in colleges and universities and low theoretical level, colleges and universities have not established scientific and reasonable teaching system and evaluation method. Therefore, there is no methodology of standard process in the actual teaching process so that many teachers have has strong arbitrariness in teaching and the tracking of the effect of art teaching in colleges and universities is has strong arbitrariness. At present, the evaluation system of art teachers in most colleges and universities is still based on the art competition results. This teaching phenomenon has also greatly influenced the construction of art system in colleges and universities (Anderson, 2010). In the teaching mode, the art education in colleges and universities is for teachers to impart the knowledge in the classroom and this teaching form cannot adapt to the current requirements for art curriculum teaching.

Table 1
Arts Education Problem

Problem	Schools
Cost not enough	10
Teachers not enough	5
Device not enough	3
Lack of practice chance	2
Data analytic server	1
Lack of Artist lesion	2

Unreasonable Curriculum Settings

In the curriculum setting, the art education in colleges and universities mainly includes 1) art appreciation 2) art foundation 3) sketch 4) Chinese painting appreciation. The whole curriculum setting is scattered and lacking in rules, and there is no inherent logical connection between them. Also, there is no overall system and the overall level is relatively backward (Baker, 2012). Most of the art courses of non-art colleges and universities are selected by teachers in college of fine arts and most of the teachers only select some contents according to their own expertise. The teaching materials in many schools even directly copy the content from other schools and the whole teaching pattern stays in a relatively primitive state, which does not reflect the teaching requirements in the context of major discipline (Swift, 2010).

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Construction of the Theory System of Fine Arts under the Concept of Major Discipline

Building a More Complete Evaluation System

The traditional teaching system usually only pays attention to teachers' feedback and evaluation of students while students' evaluation of the curriculum and teachers is not taken seriously. When using the MOOC to construct the teaching system in the Internet era, students can use the learning method of fast forward, pause, repeat play in learning videos and the key points and difficulties of students in the learning process can be obtained through the statistics these data. In this way, students' feedback on the curriculum content can be quickly collected so that teachers can adjust the teaching method and content in a targeted manner, which can strengthen the understanding of the students and maximize the teaching effect. At the same time, the built-in works system of MOOC system allows students to upload their own art works as assignments. According to the uploaded works, the system can assist art teachers to give scores on these works to sum up the learning effect of students. Also, teachers can perform fitting prediction through the artificial intelligence technology, such as neural network, graphics and digital image algorithm in the backstage of MOOC to give a comprehensive evaluation for the works of students to obtain the analysis results. This type of artificial intelligence evaluation system can greatly reduce the workload of teachers and improve the efficiency of teachers. At the same time, a big data evaluation system for the mutual score of students and teachers can be established. This mutual evaluation between students and teachers can enhance students' sense of participation and improve the interest of teaching. Students and teachers can have a clear and more profound communication so that a closer teaching atmosphere can be formed.

Building a Theoretical System That Advances with the Times

As an art form, art itself has a strong sense of the times while this attribute is not truly reflected in the construction of traditional art theory system. In the art teaching process under the concept of major discipline, colleges and universities should closely combine the construction of art disciplines with modern art life. Within the disciplinary system, the art theory and creative practice should be integrated as a whole, which emphasizes the ontological research and discipline independence of art and the mutual promotion relationship between theory and practice, so as to promote the continuous improvement of the construction of the discipline. At the same time, as the three-level discipline, the "art" has re-established the tradition of the trinity of "history, evaluation and comment" in Chinese aesthetics in concept connotation and academic position. Aiming at the art discipline under the background of major discipline, a special knowledge domain is established; the research object and scope are clarified, the promotion relationship between theory and practice is emphasized; and the craftsmanship of teachers and students is continuously improved. The art theory research is merged into more disciplines. The important experience and improvement methods are continuously refined through the development of domestic art works and the existing problems in different periods and the theoretical construction of art essence theory and art sociology is continuously improved.

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Actively Developing Teachers and Teaching Resources

As shown in the previous statistics table, an important issue facing art education in colleges and universities is the lack of excellent teachers and teaching content. MOOC brings together the teaching resources of outstanding teachers from all over the world to make up for the shortcomings of traditional classroom teaching. The rich and high-quality resources of MOOC allow art teachers in the school to carefully arrange and design the content and the teaching content is selected according to the characteristics of students. At the same time, the preference of students is analyzed through the powerful artificial intelligence recommendation system of MOOC and the art interest of students is analyzed and optimized in a comprehensive way. Under this mode, the art interest and course screening of students can form a positive cycle. That is, more students participate in the art teaching of MOOC so that the artificial intelligence system of MOOC can be more aware of the students' demands. Under such artificial intelligence system, the teaching content of low quality will be gradually eliminated, so that the high-quality educational resources are automatically recommended by the system and thus can be constantly discovered.

Although MOOC has developed rapidly in the world and has become an important way to spread the excellent educational resources in various countries, due to the limitation of language and culture, the acceptance of foreign art curriculum is relatively low in China. The domestic construction of art teaching resources is still in its infancy so it is necessary to accelerate the construction of advantageous courses bearing Chinese characteristics. For example, Japan, India and other major educational countries have introduced courses similar to the national art appreciation, which condenses the traditional art of the country and has bear strong oriental culture characteristics. Colleges and universities themselves also need to actively participate in the MOOC and use a large number of high-quality courses as an important channel to enhance the college brand. Also, they can form a MOOC alliance with brother schools, allowing students to study across the school. After completing the construction of high-quality courses, it is necessary to establish a powerful search engine and intelligent recommendation system. The search engine allows students to find favorite courses according to their own interests and the intelligent recommendation system can recommend high-quality courses for students, so that students who do not have clear learning objectives can also obtain suitable art teaching resources.

Analysis of Scheme Effect

The scheme proposed in this paper is applied to a university in Sichuan Province. According to the standards in this paper, 15 32-core 64G servers are configured. On this basis, big data engineers are hired to complete the construction of artificial intelligence analysis clusters. Hive and spark are used to realize massive data storage. Keras is used for the intelligent recommendation algorithm. This cluster can achieve many functions, such as data analysis, intelligent scoring, massive student assignment data storage and art works data warehouse. The entire MOOC server configuration is as follows.

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Table 2
MOOC Hardware Setting

Hardware	Spec
Cpu	480 Core
Memory	960G
Disk1(sda)	10T
Disk2(sdb)	5T
Virtual network1	1000M
Virtual network2	1000M

The MOOC teaching system enhances the quality of MOOC in practical teaching, speeds up the students' understanding of the MOOC system and allows large number of students to participate in the learning of art curriculum through the free study of students in the school and paying for trail for students in other schools. Finally through the feedback of big data, the acceptance of students for different teaching resources is obtained and a certain teaching fee is obtained, saving the cost of the construction of the MOOC system. Through the use of the MOOC system, the main effects of art education are as follows:

1) Through the construction of the art theory system, undergraduates can learn about the school's art curriculum system in advance and students also have a good understanding of the history of various art courses, which helps them to be more targeted when selecting different courses. Because students have all chosen their favourite courses, their enthusiasm has been improved so that the test scores of art courses have been significantly improved compared with the previous sessions. 2) The established MOOC system fully integrate the system that students can upload their own works and scoring can be given intelligently. It can fully meet the students' practical needs and students can upload their own art works in the system for scoring after the class, which greatly improves the students' enthusiasm and singing ability. 3) After the construction of the theoretical system, with the introduction of the MOOC system, the access to art curriculum reaches 150,000 in one year, helping 20,000 students obtain high-quality online art courses and forming 1 million effective big data, which has obviously improved the overall art teaching level of the school. At the same time, through the intelligent recommendation mechanism of the MOOC system, teachers have selected a group of top students to participate in provincial and municipal art competitions and excellent results have been achieved.

Conclusion

With the increasing enrichment of the daily entertainment life for ordinary people, art education in ordinary colleges and universities has attracted more and more attention in the education sector and the society's demand for art talents has become stronger and stronger. However, domestic art education starts relatively late and there are many problems such as scarce resources, superficial recognition of art education by art education workers and the lack of comprehensive and rational in-depth analysis. With the rapid development of mobile Internet and artificial intelligence, tremendous changes have taken place in the teaching method of colleges and universities. The college teaching under the MOOC mode can make up for the problems in current art education, such as the shortage of content and poor practice. After the n-depth analysis of the current status quo of the construction of the art theory system, this paper proposes a theoretical construction scheme for the art discipline

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under the major discipline based on the concept of MOOC. Through the construction and implementation of this scheme, it is possible to broaden the depth and breadth of teachers and students in the art major, stimulate the learning interest of students, develop their autonomous learning ability and improve their individualized learning ability. Finally, the practice proves that the proposed scheme can make up for the existing deficiencies in current art teaching system, stimulate students' interest in art learning and significantly improve the systematicness and comprehensiveness of the art quality of teachers and students.

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