Abstract. with the development of education diversification, the development of education of public art is not limited to art colleges and universities, and the attention paid to education of public art in ordinary colleges and universities also shows a trend of increasing gradually. However, there is no targeted investment and expansion in the concept of education of public art, the content of courses and the auxiliary tools of teaching materials. As a result, in the process of art education, the concept of socialized education and the curriculum system have not formed a complementary supporting system. In this paper, systematic exploration and research are carried out on the effective mode of public art education socialized development in colleges and universities. And it provides the concrete theoretical basis for the public art education curriculum reform in colleges and universities.

Keywords: university public art; education; social development; effective mode; research.

1. Overview

The particularity and diversity of education of public art have provided many opportunities for the development of college students. With education as the core of education, education of public art must be in line with The Times. Only by integrating socialized education courses with art resources can ordinary universities truly realize the sharing of art education resources. This is not only an important way to improve the cultural literacy and art appreciation ability of contemporary college students, but also shouldering the important task of "going out and introducing art". With the release of many programmate-oriented education documents on art, the socialization trend of education of public art in colleges and universities is imperative[1].

2. College Public Art and Public Art in Social Life

2.1 Integration of Courses in Public Art Education With the Public

In a broad sense, public art refers to a kind of artistic demand for aesthetic purposes, which is directed at all art forms located in public space and takes the public as the art object. In the open public space, urban landscape, ecological sketches and even ordinary sculptures and buildings can bring the public a pleasant aesthetic art experience. Campus in colleges and universities have a certain space limitations, in the education curriculum setup, the social cultural industry and cultural activities should be involved in public art courses, it not only can enrich the students' aesthetic and improve students' art taste, in mixed in the information age, the art project is undertaking the responsibility of cultivating students' artistic accomplishment[2].

After systematically sorting out the public art courses, teachers should also pay attention to accurately refining the aesthetic taste in these excellent works, so as to improve students' participation. This process of popularizing art is the education function that the public art courses in colleges and universities should perform. Classroom public art education is an important carrier for students to have direct contact with art. Teachers can set the courses in art galleries, museums, places of historic interest and other relevant cultural heritage and intangible cultural heritage collection institutions in different regions. This kind of unrestricted art learning can not only spread the civilization of human history extensively, but also become the second class in the education curriculum system through professional explanation. In order to clearly show the significance of different locations in public art teaching, the following paragraphs will show them in the form of pictures, as shown in Table 1 for details.
Table 1. teaching location and significance of the second classroom in colleges and universities

| Teaching location | Teaching significance                  |
|-------------------|---------------------------------------|
| gallery           | Improve students’ aesthetic consciousness |
| museum            | To improve students’ understanding of art history |
| Places of historic interest | Enhance students’ respect for art |

The specific sociality shown by these time-honored historical civilizations plays an inestimable role in the art learning of contemporary college students.

In the construction of spiritual civilization in social communities, the participation of the masses is part of enriching its content, and as college students in the new socialist era, they are also one of the important participants. Students can take the school as the background, go deep into the social community, participate in the mass cultural entertainment activities with the masses as the main goal, and meet the corresponding spiritual needs. This diversified public art form can not only promote the physical and mental health of student participants, but also closely combine elegant art with correct outlook on life in extracurricular activities[3].

2.2 Artistic Quality of Public Product Culture

Art creation originates from life, which is higher than life. In art works created by college students, it should be closely combined with social reality. This kind of cultural product with special cultural connotation not only contains the thoughts and feelings of students' creators, but also has strong sociality to a certain extent. With the further acceleration of reform and opening up, cultural products that provide entertainment consumption for the public should have corresponding artistic value in the recognition of the public and society, and eventually become high level products that combine education with pleasure.

China is one of the four ancient civilizations. In a history of more than 5,000 years, our ancestors have left behind rich and colorful cultural products. Among them, calligraphy, architecture, clothing and many other public cultural products of The Times have brought us endless artistic treasures of imagination, which can be displayed for students in class by means of pictures, as shown in figure 1. These profound cultural and artistic deposits and the diversity of cultural forms provide a rich spiritual and artistic diet for the masses and even college students.

![Figure 1. evolution history of Chinese ancient women's clothing](image)
3. Current Situation of Education and Art Socialization of Public Art in Colleges and Universities

3.1 Limited Development Space

There are still many problems to be solved in the process of socialization of public art education in colleges and universities which is still in the initial stage. As a cultural and artistic form of human creation, it plays an extremely important role in the aesthetic orientation and value of the masses. These shining art and culture products are also valuable socialized teaching resources in education of public art in colleges and universities. However, because of the traditional western art teaching, the application of some public art products such as museums and art galleries has not been recognized and disseminated. The basic subjects and inherent teaching resources restrict students' development space in art to a large extent. This kind of cognition of socialization of public art, which only stays at the research level, has not combined the classroom with the real social needs, and the stagnant state has been difficult to meet the needs of social development.

3.2 Lack of Cultural Character

In the process of development, education of public art in colleges and universities has always placed Chinese traditional culture as the main body, so as to improve the high characteristics and quality of public art in culture through this way. This kind of cultural product's characteristic and the difference concrete manifestation, causes the university public art education and the inheritance culture close correlation. However, there are many reasons for the deficiency, which are shown below in the form of a chart, as shown in Table 2 for details.

| Influencing factor                        | Effect                                |
|-------------------------------------------|---------------------------------------|
| The teaching content pursues utilitarianism | There's a lack of artistry in education |
| The teaching content is one-dimensional    | Students lack cultural character       |
| Teaching objective deviation              | Lack of creativity                     |

However, in the actual teaching process, driven by the external environment, the teaching content is too utilitarian. The excessive pursuit of ranking in art competitions makes many art education students neglect the cultivation of culture and art. This curriculum setting, teaching objectives and teaching content of the one-dimensional, so that the cultural character slightly inadequate[4].

3.3 Publicity of Art and Specificity of Art Education

As a public resource with public attributes and serving all members of society, public art should take serving social needs as the entry point and make great efforts to cultivate college students' artistic taste and aesthetic ability. However, at present, the education teaching mode of public art in colleges and universities is still dominated by professional art education, which deviates from the general direction of quality education to some extent. The pursuit of high-standard teaching results has led many universities to neglect the cultivation of the aesthetic ability of ordinary college students. Today, when art education plays an important role, this education mode deviates from the essence of public art education to some extent.

4. Research on the Socialization Expansion of Education of Public Art in Colleges and Universities

The problems existing in education of public art in colleges and universities at the present stage require colleges and universities to deeply understand and attach importance to the status and role of...
public art in society. Only by opening education of public art in colleges and universities can students be better trained and serve the society.

In terms of scope, education of public art in colleges and universities can integrate local cultural and blog resources with education courses to give full play to local resources and effectively achieve the teaching objectives in education of public art through the expansion of teaching environment.

Most works of art are created through spontaneous entertainment by the authors themselves, with much more to do with their own spiritual needs, an artistic quality that focuses on "entertainment". However, the mass art works start from the social needs, and at the same time express the artists' pursuit of a better life, they restore the original taste of life through diversified creative techniques. This kind of art works that go deep into daily life is the embodiment of socialization and the embodiment of "lequnxing".

In the process of learning art, college students should actively taste and absorb the essence of folk art, effectively integrate classroom knowledge with local and localized folk art culture, so as to expand the form and content of art education course. Teachers need to correctly analyze and deal with the relationship between fairness and difference in education, and guide the benign transformation of students' art works from "self-entertainment" to "entertainment group". In order to illustrate its transformation and the role it plays in this transformation, the following paragraphs will illustrate it in the form of a graph, as shown in figure 2.

![Figure 2. significance of cephalic transformation like amusement group](image)

5. Conclusion

In the process of education socialization development of public art in colleges and universities, from "specificity" to "diversity", from "self-entertainment" to "entertainment group", this is not only the optimization of public art teaching mode, but also an in-depth exploration of socialization in the development of education in colleges and universities. Benign classroom teaching can make students in the process of the art education has the emotional resonance and internal promotion, will the public art education extends to the public space of the education teaching method, not only can active infection by education group, can further promote the comprehensive development of students' physical quality and to guide the public art education in common colleges and universities to positive healthy development.

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