

The optimization of talent training mode of Chinese Painting major in Beijing Area comprehensive universities

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Abstracts

The objectives of this research were: (1) To study the current situation and main problems of the talent training mode of Chinese painting majors in Beijing area comprehensive universities; and (2) To develop the composition factors of the talent training mode of Chinese painting majors in Beijing area comprehensive universities; (3) To verify the optimization scheme for the talent training mode of Chinese painting majors in Beijing area comprehensive universities. This research was a mixed method research, including quantitative research and qualitative research. The population consisted of 530 Chinese painting major teachers and administrators from 10 universities in Beijing Area. The sample size was determined by Krejcie and Morgan's Table (1970 : online) and obtained through stratified random sampling technology. There were 220 leaders and teachers. Key information providers were 8 experts, who were presidents or deans and lecturers of Chinese painting majors from 10 comprehensive universities in Beijing area with more than 10 years of work experience. Experience gained through purposeful sampling methods. The tools used for data collection were semi-structured interview form and five point rating scale questionnaires. Statistical data used for data analysis include frequency, percentage, mean, standard deviation, exploratory factor analysis and content analysis.

The results show that: (1) A total of 153 variables of current situation and major problems of the talent training mode of Chinese painting major in Beijing area comprehensive universities, through literature and in-depth interviews. (2) There were 4 components in the optimization plan of the talent training mode of Chinese painting majors in Beijing area comprehensive universities, which were cultivation objectives, curriculum systems, evaluation systems and educational facilities. (3) There were 21 optimization scheme guidelines for talent training mode of Chinese painting majors in Beijing area comprehensive universities, including 4 optimization scheme guidelines for the cultivation objective, 8 optimization scheme guidelines for the curriculum system, 4 optimization scheme guidelines for the evaluation system, and 5 optimization scheme guidelines for the educational facility.

Keywords: Comprehensive University; Chinese Painting Major; Talent Training Mode; Cultivate Objective; Curriculum System; Evaluation System; Educational Facility.

Introduction

Under the influence of globalisation and the information technology revolution, Chinese painting was faced with a rare opportunity. Colleges and universities need to change the concept of talent training and improve the talent training system, especially comprehensive universities, because they bear more social responsibilities.

Looking through the cultivation objectives of Chinese painting majors in comprehensive universities in China, the talent training mode did not reflect its own characteristics and value. Comprehensive university professional talent training mode research aims to establish the Chinese painting, conform to the universities of traditional Chinese painting teaching on the talents cultivate objective have a clear understanding and positioning, adhere to the principle of comprehensive university, based on comprehensive university resources platform, and based on the inheritance and transmission of Chinese traditional art, in the perspective of international academic front.

Research Objectives

1. To study the current situation and main problems of the talent training mode of Chinese painting majors in Beijing area comprehensive universities.
2. To develop the components of the talent training mode of Chinese painting majors in Beijing area comprehensive universities.
3. To verify the optimization scheme for the talent training mode of Chinese painting majors in Beijing area comprehensive universities.

Research Methodology

1. Population and Sampling

This research was a mixed method study with quantitative and qualitative study. Questionnaires were distributed to deans, administrations and teachers of Chinese painting majors of 10 colleges and universities in the Beijing area through "Questionnaire Star", a professional online questionnaire platform. Randomly select teachers and leaders to conduct a questionnaire survey. From the 530 populations of teachers, dean and administrators, the sampling was 220 with Krejcie and Morgan table's technique (1970 : online), later the stratified random sampling was used to select deans, administrators, and lecturers. The questionnaires were sent to the respondent on line and mail. The interview technique was for the 36 experts selected on the first step to set the component and the 8 experts were used to set the connoisseurship for discussion and setting the optimization of Talent Training Mode.

2. Research Instrument

Five-point Likert scale was used in the questionnaire. A scale from 1 to 5 indicates. The content validity of IOC of Consistency Index was conducted with the .82 level. A preliminary test was conducted on 30 respondents after five experts scored the project's goal Consistency Index (IOC). Cronbach's alpha evaluated the validity and internal consistency reliability of the scale. The overall reliability of the questionnaire was 0.965. After the reliability test, 220 complete answers were collected and analysed. SPSS 26.0 statistical software was used to analyse the data, and exploratory factor analysis (EFA) was used to evaluate the accuracy and effectiveness of convergence. The mode fitting quantity was

estimated through the comprehensive evaluation of the given data to ensure the effectiveness and reliability of the mode.

3. Data collection procedure

The researcher had three step of data collection procedure

(1).The research used the interview papered with semi –structure that also give the background and the perspective of the optimization in Talent Training of the universities in Beijing area to the expert to study before time and then gave the appointment to interview.

(2). Conclusion: the problem and how to manage the optimization in talent training of the universities in Beijing to construct the questionnaires with the content validity and Cronbach 's reliability. The researcher sent to the respondents by mail and telephone and face to face.

(3). For the last step, the researcher got the final objective by set the forum of connoisseurship to 8 experts for the discussion and conclusion of how to run the optimization talent training for the Beijing Universities Area.

4. Data Analysis

For the first step of the research and for the first objective. The researcher used content analysis for the depth-interview. While the step of verification, arithmetic mean, standard deviation and exploratory were used, the last step of developed the optimization of talent training mode of Chinese painting major in Beijing area comprehensive universities.

Research Conceptual Framework

Talent training mode is a series of educational activities carried out by teachers and school administrators in teaching activities under the guidance of certain educational concepts, educational thoughts and educational policies in order to achieve educational goals.

In this article the study of optimizing the talent training mode including training objectives, curriculum and educational facilities, evaluation system from four aspects, based on the comprehensive university of traditional Chinese painting professional compared with that of the other professional personnel training mode and the traditional Chinese painting talent training pattern in universities, normal universities, and professional academy of fine arts of the longitudinal comparison. Finally, it laied the foundation for the cultivation of high-quality and high-level comprehensive talents in the new era and the development of national cultural construction.

In the final analysis, the talent cultivation mode of Chinese painting major in comprehensive universities was the cultivation of talents and the practice of comprehensive cultivation of Chinese painting artistic talents, which promoted the individuality and comprehensive development of students to a certain extent.

Comprehensive university professional talent training mode was a Chinese painting through contact beauty, feel the beauty, so as to edify sentiment, and unconsciously beautify the soul, perfect personality, set up the correct aesthetic view, values and outlook on life, and, in turn, constraints, specification, or to guide their behaviors, were to improve the comprehensive university students knowledge structure, cultivate innovative thinking era needs.

Research Results

1. Demographic information

The demographic data of the respondents (n = 220) showed that the respondents were Leader(25.0%) and Teacher(75.0%); Male(49.1%) and Female(50.9%); Age under 30 years old(4.1%) and 30-40 years old(38.2%) and 40-50 years old(43.1%) and Over 50 years old(14.6%); Educational administration leaders(25.0%) and professors(19.6%) and associate professor / lecturers(55.4%); Work Experience with 1-3 years(11.4%) and 4-6 years(28.1%) and More than 6 years(60.5%); Leaders and teachers word in Comprehensive university(59.5%) and Normal college(11.9%) and Academy of fine arts(28.6%); Chinese Painting(84.6%) and Liberal arts majors(9.5%) and Science professional(5.9%).

2. Exploratory factor analysis EFA

(1). KMO-Meyer-Olkin and Bartlett's Table

Table 1 Shows KMO-Meyer-Olkin and Bartlett's Test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.943
Bartlett's Test of Sphericity	Approx. Chi-Square	12822.860
	Df	2628
	Sig.	.000

(2). Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance.

According to the principle that the eigenvalue is greater than 1, the number of extracted factors is 5, and the variance contribution rates after factor rotation are 18.688%, 14.770%, 14.456%, 13.204%, and 1.398%, respectively. The cumulative variance contribution rate of the five main factors reached 62.516%, higher than 60%, indicating that these five factors can explain most of the information of the original data.

Table 2 Shows Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

Components	Rotation Sums of Squared Loadings		
	Eigenvalues	Percentage of Variance	Percentage of Cumulative
1	34.324	18.688	18.688
2	10.077	14.770	33.458
3	8.755	14.456	47.914
4	7.965	13.204	61.118
5	1.394	1.398	62.516

(3). The factor loading, variables described in each of the main components after rotating the axis.

First, researchers test the applicability of data and models to see whether the models used are reasonable. Referring to the previous research results, the goodness of fit of the research model and data in this paper is tested, and several key indicators are in line with the

recommended values, indicating that the overall goodness of fit of the theoretical model in this paper is good, and the model diagram is acceptable.

Table 3 Shows Components of the talent training mode of Chinese painting major in Beijing comprehensive universities.

Order	Components	Number of Variables	Factor Loading
1	Component 1	22	0.694-0.793
2	Component 2	18	0.675-0.764
3	Component 3	17	0.678-0.783
4	Component 4	16	0.686-0.785
	Total	73	0.675-0.793

According to the research criteria, the researcher deleted the items with factor load scores lower than 0.5 and retained the items with scores higher than 0.5. Finally summed up, the Beijing area comprehensive university Chinese painting major talent training mode optimization plan has 4 components.

Component 1 containing 22 variables that described component, factor loading between 0.694-0.793; component 2 containing 18 variables that described component, factor loading between 0.675-0.764; component 3 containing 17 variables that described component, factor loading between 0.678-0.783; component 4 containing 16 variables that described component, factor loading between 0.686-0.785. The total number of variables that described the four components were 73 variables, factor loading between 0.675-0.793.

Table 4 Shows Components 1: Cultivate objective

Variable	Statement	Factor Loading
VAR00006	The talent training mode of comprehensive universities should pursue the mode of compound talents with flexible thinking, courage to innovate and adapt to social development.	0.793
VAR00011	The talent training mode of comprehensive universities should respect the particularity of Chinese painting major.	0.791
VAR00017	It is of great significance to optimize the talent training mode of Chinese painting talents for promoting the development of Chinese painting major in comprehensive universities.	0.789

Variable	Statement	Factor Loading
VAR00020	The cross-integration between the Chinese painting major and other disciplines should be consistent with the development goals of the university.	0.781
VAR00001	Chinese painting major should adopt a talent training mode integrating the dissemination of artistic knowledge, training of professional skills, training of high-quality and compound artistic talents.	0.776
VAR00021	The talent training mode of the Chinese painting major should have the unique characteristics or aspects that the university focuses on.	0.764
VAR00005	Comprehensive universities should lay equal stress on the spirit of science and the spirit of humanities and art in the talent training, so that science education and art education can develop together.	0.762
VAR00012	The talent training mode of Chinese painting talents major must have the form and content consistent with its training objectives.	0.762
VAR00010	The talent training mode of Chinese painting major in comprehensive universities can reflect its own characteristics and values, and also has significant advantages for the cultivation of students' relevant abilities	0.746
VAR00015	The talent training mode of Chinese painting major needs to have the same or consistent direction with the development goals of the university.	0.737
VAR00007	In the talent training mode of Chinese painting majors, teachers should have high and profound professional skills, interdisciplinary knowledge structure, high scientific research and academic level, and profound cultural and artistic accomplishment.	0.736
VAR00022	The cultivate objectives of the talent training mode of Chinese painting talents should conform to the characteristics of the subject of Chinese painting.	0.735
VAR00014	The talent training mode of Chinese painting majors should pay more attention to the organic combination of professional quality and comprehensive quality.	0.733
VAR00003	At the present stage, the talent training mode of Chinese painting major in comprehensive universities should not only reflect the disciplinary characteristics of Chinese painting major, but also	0.731

Variable	Statement	Factor Loading
	conform to the actual situation of the university itself.	
VAR00013	The development of comprehensive university pays more attention to the cultivation and improvement of students' comprehensive ability and quality.	0.727
VAR00009	The talent training mode of Chinese painting talents in comprehensive universities should be different from that of liberal arts and science talents.	0.723
VAR00008	The talent training mode of Chinese painting major should be different in comprehensive universities, normal universities and Art universities.	0.722
VAR00016	Comprehensive universities should recognize their own historical traditions and comparative advantages according to their own positioning and characteristics, and pay attention to the sustainable development of disciplines.	0.722
VAR00002	The talent training mode of Chinese painting should break the single idea of only cultivating "skilled" talents, and innovate the previous rigid teaching system and talent training mode.	0.720
VAR00019	With the needs of social development, the training mode of Chinese painting professionals should be constantly updated and adjusted its cultivate objectives.	0.716
VAR00018	Universities should establish the concept of cross-discipline between Chinese painting major and other disciplines, and apply it in the talent training mode of Chinese painting.	0.708
VAR00004	Comprehensive universities have broad disciplinary platforms and profound cultural deposits, so there are more opportunities and possibilities for Chinese painting education in comprehensive universities.	0.694

From Table 4, it was summarized that: Component 1 was described by 22 key variables. After rotating the axis, the variable factor loading in the component was between 0.694-0.793, with a maximum Eigenvalue of 34.324, which can explain the total variance of 18.688 percent, which compares to variable variance with other components, it was found that this component was the top priority. The researcher named it "Cultivation objective".

Table 5 Shows Components 2: Curriculum system

Variable	Statement	Factor Loading
VAR00061	In the process of Chinese painting teaching, teaching resources inside and outside the university should be fully mobilized to promote the cross-use of teaching resources inside and outside the university, which is one of the urgent improvements in the talent training mode of Chinese painting majors in comprehensive universities.	0.764
VAR00073	Nowadays, there is still a serious phenomenon that "technology" is more important than "theory" in the talent training mode of Chinese painting majors.	0.762
VAR00064	The talent training mode of Chinese painting majors has established the educational concept of student-oriented education	0.759
VAR00067	Interdisciplinary integration can help to break the professional barrier and make the knowledge learned be integrated, so as to cultivate high-quality interdisciplinary talents more effectively.	0.759
VAR00063	In the talent training mode of Chinese painting majors, teachers should have high and profound professional skills, interdisciplinary knowledge structure, high scientific research and academic level, and profound cultural and artistic accomplishment.	0.759
VAR00070	Actively explore the concept of interdisciplinarity, and explore the reasonable correlation between various art categories and between art and other disciplines.	0.749
VAR00069	Comprehensive universities should strive to realize the teaching management mode of cultivating interdisciplinary talents on the premise of sharing high-quality resources.	0.748
VAR00060	In the talent training mode of Chinese painting majors, the leaders are professionals from the interdisciplinary disciplines of art, education and management.	0.737
VAR00071	Encourage interdisciplinary integration between China and the West, explore diverse development, and build a diversified, interdisciplinary and comprehensive education	0.733

Variable	Statement	Factor Loading
	atmosphere.	
VAR00065	The talent training mode of comprehensive universities should have its own unique school-running characteristics and advantageous courses.	0.725
VAR00066	The talent training mode of Chinese painting major in comprehensive universities should focus on the relationship with the society.	0.719
VAR00072	The use of a variety of art teaching methods can stimulate the change of students' way of thinking, way of observation and way of logic, and complete the cultivation of personalized and comprehensive ability.	0.719
VAR00057	The curriculum system reform of the talent training mode of Chinese painting major needs to be guaranteed by the depth of the major.	0.711
VAR00059	The talent training mode of Chinese painting major should emphasize the combination of theory and practice, so that students can not only get theoretical study, but also have the opportunity to practice, and the development of all aspects is balanced.	0.696
VAR00058	The talent management mode of comprehensive universities should adhere to the effective combination of the first classroom and the second classroom, and extensively carries out various campus activities.	0.696
VAR00062	In the talent training mode of comprehensive universities, leaders have intelligent management thoughts, keen management vision, efficient management ability and advanced management mode.	0.694
VAR00056	Comprehensive universities offer rich professional courses and complete resource allocation.	0.679
VAR00068	The level of Chinese painting teachers plays an important role in the construction of the curriculum system of the talent training mode for Chinese painting majors.	0.675

From Table 5, it was summarized that: Component 2 was described by 18 key variables. After rotating the axis, the variable factor loading in the component was between 0.675-0.764, with a maximum Eigenvalue of 10.077, which can explain the total variance of

14.770 percent, which compares to variable variance with other components, it is found that this part is the second priority. The researcher named it " Curriculum system " .

Table 6 Shows Components 3: Evaluation system

Variable	Statement	Factor Loading
VAR00052	There is also a need to perfect the connection between the large increase of enrollment and educational resources.	0.783
VAR00054	Establish an assessment system suitable for Chinese painting major and improve the teaching quality evaluation to improve the teaching management system.	0.774
VAR00049	Teaching evaluation is an objective evaluation of the process, quality and efficiency of talent training based on certain standards, which can effectively motivate teachers and students and test the effect of talent training.	0.773
VAR00041	Teaching evaluation needs to examine students' ability to solve practical problems in different learning and living situations through multiple channels and in various forms.	0.762
VAR00040	In teaching evaluation, emphasis should be placed on creative thinking and practical ability rather than on test scores.	0.757
VAR00048	The evaluation system of the talent training mode of Chinese painting majors in comprehensive universities plays an important role in teachers' teaching and students' learning to some extent.	0.750
VAR00051	The evaluation system should have a complete credit system related to the allocation of credit.	0.747
VAR00043	The evaluation system shall have a complete credit system related to the allocation of credit.	0.738
VAR00055	The evaluation system should not only focus on the classroom and students' mastery of theoretical knowledge, but also infiltrate the whole process of teaching management to form a whole between the teaching evaluation system and teaching management.	0.736
VAR00044	Process evaluation is a whole-course evaluation and comprehensive evaluation of students' development level of knowledge, ability and emotion in the process of learning a course.	0.735
VAR00046	In evaluating course grades, process evaluation should replace outcome evaluation.	0.718
VAR00045	Comprehensive universities should pay more attention to the evaluation of practical teaching, students' quality and ability cultivation.	0.718
VAR00047	Teaching evaluation should be an effective means to	0.711

Variable	Statement	Factor Loading
	promote quality education and personality development. It should make the purpose of teaching evaluation produce positive feedback so as to play its real role.	
VAR00050	The evaluation system and assessment system should reflect the rules and characteristics of the Chinese painting profession.	0.706
VAR00042	The talent evaluation method of comprehensive universities is the guarantee of the quality of talent training, and plays an encouraging, guiding and regulating role in talent training.	0.701
VAR00039	In the process of talent training in comprehensive universities, it is not only necessary to pay attention to the examination of theoretical knowledge, but also to the examination of practical ability.	0.683
VAR00053	The assessment and evaluation of the talent training mode of Chinese painting major should combine various assessment and evaluation methods, pay attention to comprehensiveness and dynamics, change from "examination results" to "learning results", and guide students to change from "examination results" to "learning process".	0.678

From Table 6, it was summarized that: Component 3 was described by 17 key variables. After rotating the axis, the variable factor loading in the component was between 0.678-0.783, with a maximum Eigenvalue of 8.755, which can explain the total variance of 14.456 percent, which compares to variable variance with other components, it is found that this part is the third important part. The researcher named it " Evaluation system ".

Table 7 Shows Components 4: Educational facility

Variable	Statement	Factor Loading
VAR00038	New information resources such as new media and new technology should be applied to the teaching of Chinese painting and the talent training modes.	0.785
VAR00036	The professional characteristics of Chinese painting and its unique particularity should be perfectly used in the teaching environment.	0.783
VAR00027	In order to cultivate students' learning, practice and innovation ability, universities should set up relatively advanced teaching and practice equipment, which plays an important role in improving classroom teaching.	0.758
VAR00026	The curriculum system of Chinese painting major should	0.758

Variable	Statement	Factor Loading
	break the limitations of teaching venues and assessment methods, and the optimization of the talent training mode of Chinese painting major should be reflected in all links of the teaching content and curriculum system.	
VAR00028	The teaching methods of going out to study, collecting online materials, sketching, visiting art galleries and other forms should become the regular operations in the talent training mode of Chinese painting majors in comprehensive universities.	0.757
VAR00025	There should be professional supporting facilities in the talent training mode of Chinese painting.	0.755
VAR00023	The leaders of the Chinese painting major have comprehensive quality, forward-looking artistic vision, scientific decision-making ability, ability to discover and select talents, and the ability to constantly break through and innovate.	0.754
VAR00032	Faced with the large increase in the total enrollment scale, the teaching equipment of comprehensive universities needs to be updated to ensure the teaching quality.	0.747
VAR00035	The improvement of the teaching environment is an important part of the educational facilities in the training mode of Chinese painting majors in comprehensive universities.	0.739
VAR00031	Teaching in the new era can be more flexible, teachers can teach according to relevant requirements, under the unified arrangement of teaching time, teachers can choose different teaching places and environments.	0.737
VAR00024	The resources of the public information platform can be applied to the optimization of the talent training mode of Chinese painting majors.	0.735
VAR00033	Universities should rely on the existing laboratory centres to carry out part of the core teaching of their specialties, shifting from classroom teaching to experimental heuristic teaching.	0.728
VAR00030	Comprehensive universities should build brand campus cultural activities based on their majors, which are conducive to enhancing the cooperation and exchanges between departments and strengthening the cultivation of comprehensive qualities of teachers and students.	0.725
VAR00037	China's national characteristics and regional culture should be reflected in the relevant school facilities.	0.708
VAR00034	The research on characteristic information resources and services is of great significance to the optimization of the talent training mode of Chinese painting majors.	0.706
VAR00029	The construction of characteristic resources and the	0.686

Variable	Statement	Factor Loading
	application of services can promote the talent training mode of comprehensive universities.	

From Table 7, it was summarized that: Component 4 was described by 16 key variables. After rotating the axis, the variable factor loading in the component was between 0.686-0.785, with a maximum Eigenvalue of 7.965, which can explain the total variance of 13.204 percent, which compares to variable variance with other components, it is found that this part is the fourth priority. The researcher named it " Educational facility ".

4. Result of Focus group discussions

In conclusion, there were a total 21 optimization scheme guidelines: Consisted of in table 8.

Table 8 Shows the 21 optimization scheme guidelines

Item	Guidelines
1	Follow the principle of integrity and optimize the talent training mode of Chinese painting major in comprehensive universities.
2	Build an innovative Chinese painting education mode integrating the dissemination of art knowledge, training of professional skills, and cultivating high-quality and compound talents.
3	Establish a scientific and sustainable school-running orientation.
4	Explore the unique and personalized characteristics of the university itself.
5	Build a comprehensive education framework and pay attention to the teaching and research of theoretical knowledge of Chinese painting majors.
6	Take advantage of subject resources to build a full and three-dimensional curriculum system.
7	Increase the proportion of general courses in the curriculum structure and innovate the curriculum setting.
8	Adjust the structure of the curriculum system to realize the personalized development of students.
9	Develop interdisciplinary and integration, and promote the mutual integration and coordinated development of related disciplines.
10	Oriented by the needs of the industry and society, we should cultivate professional talents who are in line with the level of social and economic development and the type and level of industrial structure adjustment.
11	Bring forth the new and timely adjust the relevant configuration of the curriculum system.
12	Strengthen the construction of teaching staff and build a professional teaching team.
13	Improve the understanding of teaching evaluation function and change the view of teaching evaluation.

14	In addition to implementing outcome evaluation, more attention should be paid to process evaluation.
15	Reduce the excessive reliance on test scores and emphasize the examination of creative thinking and practical ability.
16	Change the single method of evaluation, explore more diversified teaching evaluation methods.
17	Improve the teaching environment and optimize the design of teaching facilities.
18	Optimize teaching means and resources to meet the development trend of the new era.
19	Make use of digital educational facilities and innovate the use of teaching facilities.
20	Use a variety of art teaching methods to complete the cultivation of individual and comprehensive ability.
21	Based on the local characteristics of talent training methods, it will be used in the educational facilities.

Discussion

1. Discussion about major findings of To determine the current situation and main problems of the talent training mode of Chinese painting majors in Beijing area comprehensive universities.

(1). Lack of clear and reasonable talent training objectives.

In the study of Jiang Shuying and Luo Wenhua (2019 : 86-87), they emphasized that the talent training mode of comprehensive universities should combine its own advantages and characteristics. The curriculum should not be limited to the major, but should also be reflected in the interdisciplinary and cross-professional talent training.

(2). Lack of perfect curriculum system and single curriculum setting

This point was confirmed in the research of Liu Li and Wu Qin (2013 : online), which affirmed that talent training in comprehensive universities must be in line with practice. In the study of Cheng Lan (2018 : 169-171), it is believed that strengthening the construction of Chinese painting teaching staff and training professional art management talents will become an important guarantee for the healthy and sustainable development of Chinese painting education in comprehensive universities.

(3). Lack of feasible plan evaluation mechanism

This research is reflected in the study of Zhai Yonghong&Wang Jun's (2021 : 100-101): However, higher education in our country has long been taking learning existing knowledge as the primary goal of college students' training, focusing on the teaching of knowledge, understanding the teaching process as the accumulation of knowledge, the evaluation of college students based on the mastery of knowledge and ignoring the cultivation of students' potential, innovation ability and practical ability.

(4). Lack of professional supporting facilities and single teaching methods

This is consistent with the research of Xu Baoshi (2011 : 195-196), which mainly analyzed the disadvantages of talent training, including single training mode and shortage of

educational resources, etc., which is consistent with the disadvantages of educational facilities in this study.

2. Discussion about major findings of To explore the components of the talent training mode of Chinese painting major in Beijing area comprehensive universities.

(1). Cultivate Objective

The research of Cheng Lan (2018 : 169-171) indicates the importance of the optimization of talent training mode at the present stage, and also indicates that the talent training mode should be an inevitable element of the optimization of talent training mode.

(2). Curriculum System

In Zhai Yonghong&Wang Jun's (2021 : 100-101) study, which further discusses that the reform of the curriculum system is an important part of the optimization of the talent training mode for Chinese painting majors in comprehensive universities, which should be based on the advantages of comprehensive universities. It also needs to conform to the teaching rules and characteristics of the Chinese painting major.

(3). Evaluation System

Cheng Lan (2018 : 169-171) elaborated the main contents of the evaluation system reform in more detail in the study. In addition, Chen Shaojun 's research(2016) shows that in addition to knowledge and professional mastering, social adaptability, communicative ability, problem solving ability and self-development ability should also be included in evaluation indicators.

(4). Educational Facility

Zhang Ying (2010 : 1001-4519.) also showed in his research that it is of great significance to introduce advanced educational facilities, actively expand the integration of resources inside and outside the school, and introduce a variety of teaching methods to participate in talent training mode.

3. Discussion about major findings of To put forward the optimization scheme for the talent training mode of Chinese painting majors in Beijing area comprehensive universities.

(1). Component1: Cultivation objective

Hu Kefu (2021 : 128-131) thinks that as the basis of running a comprehensive university, high-quality" not only require comprehensive major setting and curriculum system, but also requires the construction of a perfect teaching system integrating theory and practice to cultivate students' comprehensive ability.

(2). Component 2: Curriculum system

This research is completely consistent with the research of Man Yu &Chen Binguan&Long Ling&Chen Xinyu (2021 : 145-148), which emphasizes that the ideal state of Chinese painting education in comprehensive universities should be the organic combination of professional art education and good general education.

(3). Component3: Evaluation system

A study by Tan Tian & Dai Dewei (2018 : 134-135) shows that since the 1960s and 1970s, individualized learning methods focusing on students' self-study and self-evaluation based on comprehensive vocational ability and specialized vocational ability emerged in foreign countries. Liang Yingyu (2017 : 383) elaborated the specific content and implementation plan of the evaluation system in more detail in his study.

(4). Component 4: Educational facility

This research is consistent with Tan Tian & Dai Dewei's (2018 : 134-135) research: comprehensive universities should make good use of off-campus resources, build off-campus practice platforms, create more opportunities for students to apply knowledge to practice, optimize the integration of resources inside and outside the university, and deepen the quality of talent training.

Recommendation

While studying the optimization of talent training mode of Chinese painting, there is a comprehensive university for the management of these ideas. It can be formulate the policies to the Government level and Institutional level and then for the practical application, it should be optimize to the cultivate objective based on the advantages of comprehensive discipline guided by the need of the industry for the market demand which practical ability as the guarantee and support the student 's employment ,in addition, the university should optimize of curriculum system with technology teaching, advantage of cross-discipline for elective courses, multi -level ideas for success and the last, were create a good learning atmosphere for students individual initiative.

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