

Current Situation and Countermeasures for the Development of Sculpture Speciality in Higher Education Institutions

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Abstract: The purpose of this paper is to discuss the development status quo of sculpture majors in China's higher education institutions and the challenges and problems they are facing, and to put forward corresponding countermeasures and suggestions. Firstly, through sorting out the historical evolution, scale and distribution, educational content, faculty, academic research and creative activities of sculpture majors in China's institutions of higher learning, the basic development status of the current sculpture majors is summarised. Secondly, we analyse the problems and challenges of the sculpture majors in China's institutions of higher education in terms of education concept, faculty, curriculum, and combination of production, learning and research. Finally, in view of these problems and challenges, it puts forward countermeasures and suggestions such as updating the educational concept, strengthening the construction of faculty, optimising the curriculum, promoting the combination of industry, academia and research, and focusing on the cultivation of students' innovative ability and comprehensive quality, with a view to providing references to the development of sculpture majors in China's institutions of higher learning.

Keywords: Higher education; Sculpture major; Development status quo; Challenges; Countermeasures.

1. Introduction

With the development of social economy and the prosperity of culture and art, the art of sculpture has received unprecedented attention in China. As an important base for cultivating sculpture art talents, the development of sculpture majors in colleges and universities is getting more and more attention. However, in the face of the requirements of the new era, there are still some problems and challenges in the education of sculpture majors in colleges and universities in China, such as the demand for updating the educational concept and teaching mode, the problem of cultivating and introducing the faculty team, and the mismatch between the curriculum and the social demand. Therefore, the purpose of this paper is to analyse the current situation of sculpture majors in colleges and universities, discuss the challenges and problems it faces, and put forward corresponding countermeasures and suggestions, with a view to providing reference for the development of sculpture majors in colleges and universities in China.

2. The Current Situation of The Development of Sculpture Majors in Higher Schools

2.1. Historical development of sculpture majors in higher schools in China

Since the beginning of the 20th century, China's modern sculpture education began with the introduction of western sculpture art. 1918, Beijing Fine Arts School opened China's first sculpture department, marking the beginning of China's sculpture education career. Since then, with the state's emphasis on the development of cultural and artistic undertakings, sculpture majors were gradually set up in major universities and colleges.

After the founding of New China, sculpture education developed rapidly. From the 1950s to the 1970s, due to the

state's strong support for the construction of socialist culture, sculpture education gradually became systematic. Many art academies and art departments of comprehensive universities opened sculpture majors, training a large number of excellent sculpture talents. Sculpture education in this period, mainly based on realism style, emphasising thematic, symbolic and national, has made great contributions to China's sculpture career.

Since the reform and opening up, China's sculpture education has entered a stage of rapid development. With the development of market economy and the prosperity of culture and art, sculpture professional education has gradually formed a diversified teaching system. Universities and colleges have introduced modern sculpture, abstract sculpture and other Western sculpture art on the basis of maintaining the realism sculpture education, which has enriched the connotation of China's sculpture education. At the same time, sculpture education began to focus on cultivating students' innovative ability and practical ability, and the combination of industry, academia and research has been strengthened.

Entering the 21st century, China's higher education sculpture professional education is facing new challenges. In the context of globalisation, sculpture education should not only inherit and carry forward traditional culture, but also pay attention to the development of international sculpture art. For this reason, China's higher schools sculpture professional in the education concept, curriculum, faculty and other aspects of the reform and innovation, in order to adapt to the development needs of the new era [1].

2.2. Scale and Distribution of Sculpture Programmes in Colleges and Universities

The current scale and distribution of sculpture majors in higher education in China present certain geographical characteristics and level differences. In terms of geographical distribution, sculpture majors are mainly concentrated in fine arts colleges and universities and art colleges of

comprehensive universities, especially in Beijing, Shanghai, Jiangsu, Zhejiang and other regions where the number of colleges and universities is higher, while the central and western regions are relatively less. This may be related to the level of economic and cultural development of the region, but also reflects the unevenness of the sculpture profession in the geographical development.

From the scale of view, at present, China's higher education sculpture professional set up mainly in two forms: one is in the fine arts colleges and universities to set up an independent sculpture professional, such as the Central Academy of Fine Arts, China Academy of Fine Arts and so on, this kind of professional usually has undergraduate and postgraduate education level, the enrollment scale is relatively large; the other is in the comprehensive University of the School of Fine Arts to set up the sculpture course, as the art design or other related professional. The other is to set up sculpture courses in art colleges of comprehensive universities as a direction of art design or other related majors, such as Tsinghua University and Peking University, etc. The enrollment scale of this kind of majors is relatively small, and the curriculum is mainly based on undergraduate education.

In recent years, with the state's attention to the cultural industry, the status of sculpture majors in the field of higher education is increasing. On the one hand, some colleges and universities have begun to pay attention to the construction of sculpture majors, and enhance the overall strength of sculpture majors by increasing the enrollment quota, optimising the curriculum, and strengthening the construction of faculty; on the other hand, some colleges and universities have begun to try to cross-disciplinary cooperation, and to combine the sculpture majors with the fields of architecture, design, and material science, to expand the scope of application of the sculpture majors [2].

However, the current scale and distribution of sculpture majors in colleges and universities still have certain problems. Such as some colleges and universities sculpture professional enrollment scale is too large, resulting in tight teaching resources, affecting the quality of teaching; some other colleges and universities sculpture professional setup is relatively single, the lack of cross-fertilisation with other related fields, limiting the professional development space. Therefore, the future development of sculpture majors in colleges and universities need to optimise the scale and distribution, in order to better adapt to social needs and promote professional development.

2.3. The main content and curriculum of sculpture professional education

The educational content and curriculum of sculpture in higher education is an important link in cultivating excellent talents. Sculpture professional education mainly includes four aspects: modelling foundation, sculpture technique, art theory and creative practice.

First of all, modelling foundation is one of the core courses of sculpture major. Through the basic training of painting, sculpture and design, students develop sensitivity and expressiveness to human structure, space, light and shadow, texture and other aspects. This provides a solid foundation for students' later sculpture creation. Secondly, the courses on sculpture techniques include practical skills training in clay moulding, stone carving, wood carving, metal welding and so on. These courses aim to make students proficient in various sculpture techniques and improve their hands-on ability and

creative ability. In addition, there are some experimental courses, such as integrated material creation, digital sculpture, etc., to expand students' creative ideas and forms of expression. Art theory courses are an important part of sculpture professional education. It includes courses such as art history, art aesthetics, art criticism, etc., so that students can understand the vein of art development, master the basic methods of art criticism, and improve their art literacy [3]. Finally, the creative practice courses aim to cultivate students' actual creative ability. Through participating in various subject projects, internship practice and so on, students apply what they have learnt in actual creation, and constantly improve their creative level and comprehensive quality.

2.4. Faculty and Teaching Quality of Sculpture Speciality

Sculpture professional faculty and teaching quality is an important index to measure the development level of a sculpture professional. At present, the faculty of sculpture majors in China's colleges and universities generally presents a hierarchical structure, but high-quality teaching talents are still relatively lacking.

From the point of view of academic structure, the proportion of master's degree and doctoral degree in the teaching team of sculpture majors in colleges and universities in China has been increasing year by year, but the introduction and cultivation of talents with high academic qualifications still need to be strengthened. Many members of the teaching team of sculpture majors in colleges and universities have rich practical experience and creative ability, but there is still room for improvement in academic research and teaching methods [4].

In terms of teaching quality, the education of sculpture majors focuses on cultivating students' aesthetic concepts, creative ability and practical skills. However, at present, there is a certain degree of unevenness in the teaching quality of sculpture majors in higher education in China. On the one hand, some colleges and universities have insufficient teaching facilities and resource allocation for sculpture majors, which affects the improvement of teaching quality. On the other hand, the imperfection of the teaching evaluation system leads to the difficulty of quantitative assessment of teachers' teaching achievements, which in turn affects the further improvement of teaching quality.

2.5. Academic research and creative activities in the sculpture programme

The academic research and creative activities of sculpture majors in higher education are an important part of their educational system and an important force in promoting the development of the field. In the current higher education system, sculpture majors not only require students to have solid professional skills, but also require them to have a certain degree of academic literacy and innovation [5].

In terms of academic research, students and teachers of sculpture majors in higher education are usually involved in research in many fields such as the history, theory and techniques of sculpture art. These researches help deepen students' understanding of sculpture art and enhance their theoretical literacy, while also providing a platform for teachers to grow academically. In addition, academic research also promotes the updating of the teaching content of sculpture majors, making the teaching more in line with the needs of the times.

In terms of creative activities, students and teachers of sculpture in higher education are actively involved in all kinds of sculpture art creations, which include both static sculpture works and dynamic sculpture installation art. Through creative practice, students can apply the theoretical knowledge and skills they have learnt to actual works, and improve their artistic expression and creativity. At the same time, creative activities also help to cultivate students' aesthetic ability and critical thinking, so that they can think independently and form their own artistic style.

In addition, the academic research and creative activities of sculpture majors in colleges and universities maintain extensive exchanges and cooperation with their counterparts at home and abroad. By participating in academic conferences, exhibitions, exchange programmes and other activities, students and teachers can keep abreast of the development of sculpture art at home and abroad, and broaden their horizons, and at the same time provide more opportunities and platforms for their academic research and creation [6].

2.6. The combination of industry-academia-research and employment prospect of sculpture majors

The combination of industry-university-research plays an important role in the development of sculpture majors. The combination of industry-university-research in sculpture majors in higher schools can effectively promote the interaction between education and industry, and enhance students' practical ability and innovation ability. However, at present, there are still some problems in the combination of industry-university-research of sculpture majors in higher schools.

Firstly, the depth of the combination of industry-university-research is not enough. Although some higher education sculpture majors have cooperation with sculpture enterprises, this cooperation often stays at the surface level and lacks in-depth cooperation and communication. Secondly, the combination of industry-university-research single way. Most of the University-Industry-Research cooperation is limited to internship and practical training, and lack of richer and more varied ways of cooperation, such as joint research projects, student participation in enterprise projects and so on. In terms of employment prospects, graduates of sculpture majors face certain challenges. On the one hand, the employment of sculpture majors is relatively narrow, mainly focusing on sculpture art, design, education and other fields. On the other hand, with the development of society and economic prosperity, the art of sculpture has received more and more attention, which also provides more employment opportunities for graduates of sculpture majors [7].

3. Challenges and Problems Facing Sculpture Majors in Higher Education Institutions

3.1. Renewal needs of education concept and teaching mode

First of all, focus on cultivating students' innovative ability and way of thinking. The educational process should encourage students to dare to break through the traditional constraints, be innovative and develop artistic expression with individuality. Secondly, strengthen design education and improve students' design ability. Sculpture students should

have a certain design foundation, and be able to combine the art of sculpture and design to meet the social demand for comprehensive art talents [8]. Again, focus on the combination of theory and practice. In the teaching process, not only to teach students a wealth of theoretical knowledge, but also to organise students to participate in all kinds of practical activities to improve students' practical ability. In addition, diversified teaching means and evaluation system are introduced. Use modern technological means, such as computer-aided design, virtual reality and other technologies, to enrich the teaching means. At the same time, improve the evaluation system, give full consideration to students' comprehensive quality, innovation ability and other aspects, and comprehensively assess students' academic level and ability. Finally, strengthen the construction of teachers. Teachers are the implementers of educational concepts and teaching modes, and sculpture majors in colleges and universities need to introduce and cultivate a group of teachers with innovative spirit and high professional quality in order to promote the updating of educational concepts and teaching modes.

3.2. Cultivation and Introduction of Teaching Staff

First of all, from the aspect of cultivation, teachers of sculpture majors need to have solid professional knowledge and skills, as well as good education and teaching ability. However, the existing teacher training system often only pays attention to the cultivation of professional knowledge and skills, neglecting the cultivation of education and teaching ability. In addition, since sculpture is a highly practical profession, the training process of teachers should also focus on the cultivation of practical teaching ability. However, the cultivation of practical teaching ability is often neglected in the existing teacher training system [9]. Secondly, from the aspect of introduction, there are some common problems in the introduction of sculpture professional teachers in higher education institutions in China. On the one hand, when introducing teachers, institutions of higher education often only pay attention to the teachers' professional level and scientific research achievements, and neglect the teachers' education and teaching ability. This has led to some teachers who have achieved good results in academic research, but perform poorly in education and teaching. On the other hand, when importing teachers, institutions of higher education often pay attention only to the academic qualifications and titles of the imported teachers, neglecting the actual teaching ability and experience of the teachers. This has led to some teachers with high academic qualifications and titles being incompetent in actual teaching.

3.3. Mismatch between curriculum and social demand

There is a certain mismatch between the current curriculum of sculpture majors in China's higher education institutions and social demand. First of all, from the point of view of course content, the curriculum of sculpture major is more traditional, focusing on skills training, and relatively insufficient education on modern sculpture concepts, interdisciplinary integration and other aspects. This makes the students master the basic skills, but at the same time, lack of in-depth understanding of the development of modern sculpture and the cultivation of innovation ability. Secondly, in the curriculum system, there are relatively few practical

links, resulting in insufficient opportunities for students to create, and their practical ability is not fully exercised. At the same time, compared with the social demand, the curriculum does not pay enough attention to the creation and promotion of commercial and market-oriented sculpture, which makes students face employment pressure after graduation. In view of these problems, sculpture majors in colleges and universities should adjust their curricula to better meet the needs of society. On the one hand, strengthen the education of modern sculpture concept, cultivate students' creative consciousness and creative ability. On the other hand, increase the practice link to improve students' practical ability and comprehensive quality. At the same time, pay attention to the development trend of commercialisation and marketisation of sculpture to provide students with more opportunities to connect with the society and improve their employment competitiveness [10]. In addition, in order to make the curriculum more flexible and diversified, institutions of higher education can cooperate with famous sculpture institutions and artists at home and abroad to carry out exchange programmes and introduce advanced educational resources and concepts. At the same time, students are encouraged to participate in actual projects to adapt to the social environment in advance and improve their social practice ability.

3.4. Dilemmas and breakthroughs in the combination of industry-university-research

The combination of industry-university-research is an important way to promote the development of sculpture majors in colleges and universities, but it faces some dilemmas in practice. First of all, in the process of combining industry-university-research in higher education sculpture majors, there is often a disconnect between theoretical teaching and practical application. The teaching content of colleges and universities focuses too much on theory, and ignores the importance of practical operation, resulting in students after graduation is difficult to adapt to the actual working environment. Secondly, the combination of industry-university-research in sculpture majors lacks an effective platform and mechanism. The cooperation between colleges and enterprises often stays on the surface, and it is difficult to form a deep-level cooperative relationship, which limits the improvement of students' practical ability. In addition, the combination of industry-university-research also needs corresponding financial and resource support. However, at present, the combination of industry-university-research in sculpture majors in colleges and universities often faces the problems of insufficient funds and lack of resources, making it difficult to achieve effective cooperation [11].

To break through the predicament of the combination of industry-university-research, firstly, we should pay attention to the importance of practical teaching, integrate practical operation into the teaching process, and improve the practical operation ability of students. Secondly, colleges and universities should establish long-term and stable cooperative relationships with enterprises to jointly cultivate sculpture professionals. It can provide students with practice opportunities by signing cooperation agreements and establishing internship bases. In addition, the government and the community should also give more support and attention to the combination of industry-university-research, providing financial and resource support to promote the development of

sculpture majors in colleges and universities. Only by strengthening the combination of industry-university-research, can we better cultivate sculpture professionals to meet the needs of society, and promote the prosperous development of China's sculpture industry.

3.5. Cultivation of Creative Ability and Comprehensive Quality of Sculpture Students

The cultivation of innovative ability and comprehensive quality of sculpture students in higher education is an important topic of current education reform. In the 21st century this knowledge economy era, innovation ability has become an important embodiment of national competitiveness, while comprehensive quality is an important standard to measure a person's comprehensive ability. Therefore, sculpture professional education should focus on cultivating students' creative ability and comprehensive quality, so that they can have a competitive advantage in their future career.

Creative ability refers to students' ability to come up with new and unique ideas in the process of creation, and to make good use of a variety of expressive methods and materials to create works with individuality and a sense of the times. In order to cultivate students' creative ability, schools should focus on inspirational teaching, encourage students to explore and think on their own initiative, and cultivate their observation, imagination and creativity. At the same time, schools should also provide students with diversified creative platforms and opportunities, such as organising sculpture exhibitions, competitions and practical activities to stimulate their creative potential.

Comprehensive quality includes professional skills, humanistic qualities, social skills and teamwork ability. Sculpture students not only need to have solid professional skills, but also need to have a wide range of cultural knowledge and good moral character. Schools should broaden students' knowledge horizons and cultivate their humanistic qualities through interdisciplinary courses, lectures and activities. In addition, schools should also pay attention to cultivating students' social skills and teamwork abilities, and through practical activities and internship opportunities, students should learn to communicate and co-operate with others, so as to improve their adaptability in the society.

In conclusion, innovation ability and comprehensive quality are important goals for the cultivation of sculpture students in higher education. Schools should create an environment conducive to the cultivation of students' innovative ability and comprehensive quality by reforming the teaching content and methods, so as to lay a solid foundation for their future development [12].

4. Countermeasure Suggestions for The Development of Sculpture Majors in Higher Schools

4.1. Update the education concept, innovative teaching mode

Sculpture professional education in higher schools needs to keep pace with the times, update the educational concept and innovate the teaching mode. In today's society, artistic creation and aesthetic concepts are changing day by day, sculpture professional education should also follow this trend,

and constantly explore and practice. First of all, the updating of education concept is the key to the development of sculpture profession. Educators should pay attention to the development of contemporary art, cultivate students' creative consciousness and international vision. In the teaching process, focus on heuristic teaching, encourage students to think independently and fully explore their artistic potential. At the same time, emphasise the social responsibility of sculpture art, let students realize the close connection between art and society, and cultivate artists with social care consciousness. Secondly, the innovative teaching mode is of great significance to improve the quality of sculpture professional education. The traditional education mode tends to emphasise too much on skills training and neglects students' creative thinking. Therefore, the single teaching mode should be broken and diversified teaching means should be adopted. For example, through the organisation of seminars, workshops and other forms, students can interact with artists, critics and so on to broaden their academic horizons. At the same time, make full use of modern technological means, such as digital teaching and network resources, to improve the teaching effect. In addition, strengthening practical teaching is also an important part of the innovative teaching mode. By organising students to participate in practical projects, such as public art creation and social practice, etc., students are allowed to practice their skills and cultivate their innovative ability. At the same time, students are encouraged to participate in art exhibitions and competitions at home and abroad to enhance the popularity and influence of their works [13].

4.2. Strengthen the construction of teachers and improve the quality of teaching.

Strengthening the construction of faculty and improving the quality of teaching is the key to the development of sculpture speciality in colleges and universities. First of all, colleges and universities should increase their efforts to introduce and cultivate high-quality sculpture teachers. This means improving the academic and professional level of teachers, introducing artists with rich experience and creative strength as teachers, and, at the same time, providing teachers with opportunities for further study and training, encouraging them to continuously improve their abilities in academic research and creative practice. Secondly, colleges and universities should build a reasonable structure of teachers. This includes optimising the composition of teachers in terms of age, qualifications, titles and professional backgrounds to meet the diversified needs of teaching sculpture. At the same time, through the establishment of workshops, lectures, seminars and other forms of inviting renowned artists and scholars from home and abroad to visit, students are provided with more learning opportunities that are in line with the cutting edge of the industry. In addition, the improvement of teaching quality also depends on the improvement of teaching evaluation system. Colleges and universities should establish a scientific and fair teaching evaluation mechanism to fully mobilise teachers' teaching enthusiasm and motivate them to explore and innovate in teaching practice. At the same time, students' satisfaction, academic achievements, and creative displays should be included in the evaluation indexes in order to comprehensively and objectively measure the teaching quality. Finally, to strengthen the construction of the teaching force, it is also necessary to pay attention to the spirit and professional conduct of teachers. Colleges and universities

should create a good atmosphere of respect for talent and tolerance for innovation, and care about the life and work of teachers, so that they can devote themselves to sculpture teaching and creation in a good environment. At the same time, strengthen the professional ethics of teachers, so that they lead by example and set a good example for students [14].

4.3. Optimise the curriculum to meet the needs of society

First of all, the curriculum of sculpture majors should give full consideration to students' basic art education and professional skills training. Basic courses such as painting, basic sculpture, material science and so on are the key to cultivate students' basic skills and aesthetic quality, which should be retained and strengthened. Meanwhile, with the development of digital technology, emerging courses such as 3D modelling and digital sculpture should be introduced to cultivate students' modern artistic expression. Secondly, in order to meet the social demand for diverse talents, the curriculum of sculpture should focus on interdisciplinary integration. For example, it can be cross-taught with industrial design, architectural design, urban planning and other professions, so that students in the study of sculpture at the same time, but also be able to understand and apply the knowledge of other fields, so as to broaden the field of employment and enhance competitiveness. Again, the curriculum of sculpture should also focus on practical teaching and the cultivation of creative ability. Through internships, workshops, exhibitions and other practical activities, students can combine theoretical knowledge with practical operation, and improve the creative ability and innovation of art works. At the same time, by participating in important art exhibitions and exchange activities at home and abroad, students can broaden their horizons, understand the dynamics of the industry, and enhance the practicality and applicability of the profession [15]. Finally, the curriculum of the sculpture major should also pay attention to the comprehensive quality training of students, including the study of cultural courses, the study of art history and theories, and the enhancement of foreign language ability, which are all indispensable parts for students to grow into well-rounded art talents.

4.4. Promote the combination of industry-university-research and enhance the competitiveness of students' employment

The combination of industry-university-research is an important means to promote the development of the sculpture profession in higher education institutions, and it is also an important way to improve the employment competitiveness of students. First of all, schools can cooperate with enterprises to carry out practical teaching. Enterprises can provide places and opportunities for internship and practice, so that students can apply the theoretical knowledge learnt in the classroom to actual work and improve their practical ability and innovation ability. At the same time, enterprises can also participate in the teaching process of the school, put forward the needs and problems of the industry, and guide students to research and study, so as to improve the relevance and practicality of students. Secondly, schools can co-operate with research institutions to carry out academic exchanges and scientific research activities. Research institutions usually have advanced scientific research equipment and rich scientific research experience, and schools can make use of these

resources to organise students to participate in scientific research projects and improve their scientific research ability and innovation ability. At the same time, schools can also invite experts and scholars from research institutions to give lectures and exchanges in schools to expand students' academic horizons and knowledge. Again, schools can co-operate with other schools to carry out joint training and exchanges. Through co-operation with other schools, educational resources can be shared and the quality of teaching can be improved. For example, schools can conduct joint research with other schools on curriculum, teaching methods and teaching contents to improve the relevance and practicality of teaching. At the same time, schools can also have exchanges and co-operation with students from other schools to improve their overall quality and ability. Lastly, schools can co-operate with various sectors of the community to carry out art exhibitions and exchange activities. The social sectors include the government, enterprises, institutions and social organisations, etc. They can provide exhibition venues, financial support and other resources to help students display their art works and enhance their visibility and influence. At the same time, schools can also invite people from all walks of life to give lectures and exchanges in schools to expand students' artistic vision and knowledge.

4.5. Attention to students' innovative ability and comprehensive quality cultivation

In the education of sculpture majors in higher education, the cultivation of innovation ability and comprehensive quality is an important factor to improve the future competitiveness of students. First of all, education should pay attention to cultivating students' innovative thinking and aesthetic concepts, encouraging them to try new creative methods and materials, and constantly exploring new areas of sculpture art. This can not only stimulate students' enthusiasm for creation, but also help them adapt to the changing needs of the art market. Secondly, the cultivation of comprehensive quality is equally important. This includes strengthening students' humanistic qualities, enabling them to understand the relationship between art and society from a broader perspective through interdisciplinary learning, and enhancing their cultural heritage and sense of social responsibility. At the same time, the cultivation of students' practical ability and teamwork spirit should also be strengthened. Through internships and workshops, students can learn and grow in practice and enhance their ability to solve practical problems. In addition, in order to adapt to the development of society and changes in the industry, the sculpture programme in higher education should also strengthen the cultivation of the concept of lifelong learning, so that students can continue to update themselves after graduation and adapt to the constant changes in their careers. By organising activities such as lectures and seminars and inviting experts and artists in the industry to share their experiences, students can be provided with more learning opportunities and revelations.

5. Conclusion

In China, the development of sculpture majors in colleges and universities has made remarkable achievements, but at the same time, it also faces a series of challenges and problems. In order to better promote the development of sculpture majors in colleges and universities, we need to reform and innovate from the aspects of education concept,

faculty construction, curriculum, combination of industry, academia and research, as well as students' innovation ability and comprehensive quality cultivation.

Firstly, we should update the education concept and innovate the teaching mode. Sculpture professional education should focus on cultivating students' aesthetic concept, creative consciousness and practical ability to meet the needs of social development. At the same time, through the introduction of modern educational technology, optimise teaching resources, provide students with more opportunities for practical operation and improve the quality of teaching. Secondly, strengthen the construction of teachers and improve the quality of teaching. Schools should pay attention to introducing and cultivating teachers with rich practical experience and academic attainments, and at the same time strengthen teacher training to improve teachers' teaching level and scientific research ability. Again, optimise the curriculum to meet the social demand. Schools should reasonably adjust the curriculum according to the development trend of society and the needs of the industry, pay attention to the combination of theory and practice, and cultivate students' comprehensive literacy and practical ability. In addition, promote the combination of industry, academia and research to enhance students' competitiveness in employment. Schools can cooperate with enterprises and research institutions to carry out industry-university-research projects to provide students with a practical platform and enhance their employment competitiveness. Finally, focus on the cultivation of students' innovation ability and comprehensive quality. Schools should hold various academic lectures, exhibitions and other activities to stimulate students' sense of innovation, cultivate students' teamwork ability and communication ability, and improve their comprehensive quality.

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