санариптештирүү заманбап билим берүү системасын өнүктүрүүдө маанилүү фактор экени аныкталды. Санариптик технологиялар окутуунун сапатын жогорулатып, анын жеткиликтүүлүгүн кеңейтүүгө жана студенттердин компетенцияларын өнүктүрүүгө өбөлгө түзөт. Изилдөө көрсөткөндөй, аралаш окутуу, санариптик симуляциялар, геймификация, жасалма интеллект жана адаптивдүү окутуу сыяктуу инновациялык методдор билим берүүнүн натыйжалуулугун жогорулатуучу негизги куралдар болуп саналат. Бул ыкмалар студенттердин мотивациясын жогорулатып, алардын өз алдынча ой жүгүртүү жана практикалык көндүмдөрүн өнүктүрүүгө көмөктөшөт.

Кыргызстанда санариптик билим берүүнү өнүктүрүү боюнча активдүү реформалар жүргүзүлүүдө. Окуу жайларда Moodle, Google Classroom сыяктуу платформалар кеңири колдонулуп, санариптик билим берүүгө өтүүнүн жаңы стратегиялары иштелип чыгууда. Ошентсе да, бул процесс кээ бир кыйынчылыктарга туш болууда. Алардын катарына техникалык жабдуулардын жетишсиздиги, интернетке жеткиликтүүлүк көйгөйлөрү жана окутуучулардын санариптик компетенциясын жогорулатуу зарылдыгы кирет.

Жыйынтыктап айтканда, санариптик билим берүү педагогикалык практиканы жаңылоого жана окутуунун жаңы моделдерин иштеп чыгууга өбөлгө түзөт. Билим берүү системасын ийгиликтүү санариптештирүү үчүн техникалык жана методикалык камсыздоону жакшыртуу, ошондой эле окутуучулардын санариптик сабаттуулугун жогорулатуу маанилүү болуп саналат.

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ЖАСАЛМА ИНТЕЛЛЕКТ ТЕХНОЛОГИЯЛАРЫН КОЛДОНУУ МЕНЕН ЭМГЕК РЫНОГУНДА ИСКУССТВО БҮТҮРҮҮЧҮЛӨРҮНҮН АТААНДАШТЫККА ЖӨНДӨМДҮҮЛҮГҮН ЖОГОРУЛАТУУ ҮЧҮН БИЛИМ БЕРҮҮ МОДЕЛДЕРИН ИЗИЛДӨӨ

ИССЛЕДОВАНИЕ ОБРАЗОВАТЕЛЬНЫХ МОДЕЛЕЙ ПОВЫШЕНИЯ КОНКУРЕНТОСПОСОБНОСТИ ВЫПУСКНИКОВ ХУДОЖЕСТВЕННЫХ СПЕЦИАЛЬНОСТЕЙ НА РЫНКЕ ТРУДА С ИСПОЛЬЗОВАНИЕМ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

A STUDY ON EDUCATIONAL MODELS FOR IMPROVING THE EMPLOYMENT COMPETITIVENESS OF COLLEGE ART MAJORS DRIVEN BY AIGC TECHNOLOGY

Кыскача мүнөздөмө: Жасалма интеллект жана компьютердик окутуу (AIGC) технологияларынын тездик менен өнүгүшү жана кеңири колдонулушу менен, университеттерде квалификациялуу искусство бүтүрүүчүлөрүнүн сунушу менен рыноктук суроо-талаптын ортосундагы түзүмдүк карама-каршылык барган сайын айкын болуп, искусство студенттерин жумушка орноштурууда олуттуу кыйынчылыктарды жаратууда. Искусство студенттеринин учурдагы жумуш менен камсыз болуу абалына жана университеттердеги искусство билим берүүсүнүн реалдуулугуна таянып, бул макалада AIGC менен байланышкан жумушка орношуу мүмкүнчүлүктөрү жана практикалык кыйынчылыктар системалуу түрдө талданат. Макалада конструктивисттик окутуу теориясына жана дисциплиналар аралык билим берүү теориясына таянып, окуу планын кайра түзүү, окутуу ыкмаларын жаңыртуу, өнөр жай менен билим берүүнү интеграциялоону оптималдаштыруу жана баалоо системаларын жакшыртуу аркылуу жогорку окуу жайларында искусство билим берүүсүн өнүктүрүүнүн оптималдаштырылган жолдору сунушталат. Изилдөө искусство студенттеринин жумушка орношуу мүмкүнчүлүгүн жогорулатууга жана жасалма интеллект доорунда жогорку окуу жайларында таланттарды даярдоону реформалоо үчүн теориялык негиз түзүүгө багытталган.

Аннотация: В условиях быстрого развития и широкого распространения технологий искусственного интеллекта и компьютерного обучения (AIGC) структурное противоречие между предложением квалифицированных выпускников художественных специальностей в университетах и рыночным спросом становится все более очевидным, создавая серьезные проблемы для трудоустройства студентов-художников. На основе текущего положения дел с трудоустройством студентов-художников и реалий художественного образования в университетах, в данной статье систематически анализируются возможности трудоустройства и практические проблемы, связанные с AIGC. Опираясь на конструктивистскую теорию обучения и междисциплинарную теорию образования, в статье предлагаются оптимизированные пути развития модели художественного образования в высших учебных заведениях с точки зрения реструктуризации системы учебных планов, инноваций в методах обучения, оптимизации интеграции промышленности и образования, а также совершенствования систем оценки. Цель исследования – повысить конкурентоспособность трудоустройства студентов-художников и предоставить теоретическую основу для реформы подготовки кадров в высших учебных заведениях в эпоху искусственного интеллекта.

Abstract: In the context of the rapid iteration and extensive penetration of AIGC technology, the structural contradiction between the talent supply of graduates majoring in art in universities and market demand has become increasingly prominent, posing severe challenges to the employment of art students. Based on the current employment status of art students and the realities of art education in universities, this paper systematically analyzes the employment opportunities and practical challenges brought by AIGC. Supported by constructivist learning theory and interdisciplinary education theory, this paper proposes optimized pathways for the art education model in higher education institutions from the aspects of curriculum system restructuring, teaching method innovation, optimization of industry-education integration, and improvement of evaluation systems. The research aims to enhance the employment competitiveness of art students and provide a theoretical reference for the reform of talent cultivation in higher education institutions in the era of artificial intelligence.

Негизги сөздөр: AIGC технологиясы; жогорку окуу жайларындагы көркөм билим берүү; жумуш менен камсыз кылуунун атаандаштыкка жөндөмдүүлүгү; билим берүү моделдери.

Ключевые слова: технология AIGC; художественное образование в высших учебных заведениях; конкурентоспособность трудоустройства; образовательные модели.

Keywords: AIGC technology; art education in higher education; employment competitiveness; educational models

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Introduction

Xi Jinping, General secretary of the Communist Party of China(CPC) Central Committee, emphasized: “China attaches great importance to the profound influence of artificial intelligence on education, actively promotes the deep integration of artificial intelligence and education, and advances educational reform and innovation.”[1]As the main arena for talent cultivation, higher education is undergoing paradigm reshaping and systematic innovation driven by artificial intelligence technology. In particular, the rapid iteration and in-depth penetration of Artificial Intelligence Generated Content (AIGC) have posed new challenges and contemporary requirements for art education in colleges and universities.

Art and design, fine art creation, film and animation, digital cultural and creative industries and other artistic fields are among those where AIGC technology has been most extensively applied and brought about the most profound transformations. At present, the structural contradiction between talent supply and market demand in these fields has become increasingly prominent. The industry has raised higher standards for artistic talents in terms of technical literacy, cross-disciplinary integration capabilities and innovative practical abilities, yet there are obvious shortcomings in art education in colleges and universities: the lack of AIGC-related technical courses and cross-disciplinary courses, the disconnection between practical teaching and market demand, and the inadequate integration of digital technology and art teaching. These deficiencies make it difficult to meet the talent cultivation requirements of the AIGC era, which directly leads to weak employment competitiveness, low employment quality and a high proportion of career changes among art students in colleges and universities, and thus restricts their career development paths.

The 2024-2035 Master Plan on Building China into a Leading Country in Education clearly puts forward the requirement of "promoting artificial intelligence to boost educational reform"[2], and calls for strengthening the reform of the curriculum system and deepening the full-factor integration of artificial intelligence with education and teaching, which points out the direction for the reform of art education in colleges and universities. Exploring innovative talent cultivation paths for the deep integration of AIGC technology and art education, comprehensively enhancing the core employment competitiveness of art students, and solving the employment dilemma of art students have become urgent tasks for the reform and development of higher art education in the new era.

Literature Review

In recent years, scholars at home and abroad have conducted extensive theoretical research and practical exploration around three core dimensions: the application of AIGC technology, the innovation of art education models in colleges and universities, and the cultivation of art students' employment competitiveness, yielding relatively rich research findings.

Overseas research on the integration of AIGC with art education and the cultivation of art students’ employment competitiveness began earlier, with a primary focus on three directions: practical technology application, interdisciplinary training, and industrial adaptation. Foreign scholars hold that AIGC can effectively break the technical barriers of traditional artistic creation, enrich forms of artistic expression, and promote the transformation of art education from the traditional “skill imparting” to “creativity guidance”. They emphasize that colleges and universities need to conduct in-depth collaboration with the creative industry to improve students’ post adaptability, and pay attention to the changes in professional positions brought about by AIGC.

In China, scholars generally agree that AIGC has not only spawned new job opportunities for art students such as AI art creation and digital cultural and creative development for art students’ employment, but also intensified employment competition, thereby imposing higher requirements on art students’ digital literacy and cross-disciplinary abilities. At the same time, domestic studies extensively point out the existing problems in current university art education, including the outdated curriculum systems, rigid traditional teaching methods, insufficient depth of industry-education integration, and lack of digital literacy among teachers. These problems have led to a mismatch between art students’ employment competitiveness and market demand.

Overall, existing studies have clarified the profound impact of AIGC technology and initially explored paths to optimize education models. However, the research on the in-depth integration of AIGC and art education remains insufficient, and studies on the connotation of art students’ employment ability and the construction of evaluation index systems are not systematic enough.

Research Methods

This study adopts a literature review approach as its foundation. It systematically analyzes the latest national policy documents concerning digitalization in education and the integration of artificial intelligence (AI) with education, important expositions on AI and educational development by General Secretary Xi

Jinping, as well as domestic and international literature on the application of AIGC technology, models of art education in higher education, and the cultivation of employment competitiveness of art students.

Based on this review, and in conjunction with constructivist learning theory and interdisciplinary education theory, this paper summarizes the current research progress, consensus, and weaknesses in order to establish a theoretical foundation and clarify the logical starting point and research focus.

Additionally, through semi-structured interviews with university teachers, industry experts, and graduates of art programs, this paper explores the underlying problems, key demands, and optimization suggestions of the existing educational models, thereby enhancing the practical pertinence and application orientation of the research.

Analysis of the Current Situation and Issues

1. The Contradiction Between Talent Supply and Industry Demand in the Arts Field

Since art was established as an independent academic discipline in 2011, art education in colleges and universities in China has witnessed large-scale expansion, with leaps in enrollment scale, institutional levels, and talent training capacity. The annual increase in the number of art graduates has led to market saturation, which has exacerbated the contradiction between talent supply and industry demand. From the industry perspective, artificial intelligence technologies, represented by AIGC, have been deeply integrated into the entire artistic creation industry chain, triggering profound adjustments in the talent demand structure. There has been a notable surge in demand for interdisciplinary professionals with cross-field capabilities, whereas the demand for traditional single-skill specialists has declined sharply. On the talent supply side, most universities still adhere to conventional talent training model. Graduates from art schools, though proficient in traditional artistic disciplines, often struggle to meet the employment requirements of the contemporary creative industry. This paradox—unfilled corporate vacancies coexisting with high unemployment among art students—has resulted in a severe imbalance between talent supply and demand.

2. The Mismatch between Art Students' Employment Competitiveness and Market Demand

Driven by AIGC technology, the digital economy and creative industries are undergoing profound transformation, resulting in a significant mismatch between art students' employment competitiveness and the actual market demand, which manifests in three areas. First, insufficient digital technology competence. Most art graduates possess limited competence in AIGC tools and digital media technologies, Consequently, they struggle to meet the basic industry requirements for positions in the field of digital art. Second, lack of cross-disciplinary knowledge and skills related to the integration of art with artificial intelligence, media communication, marketing management, and cultural administration, which prevents individuals from adapting to the demand for cross-disciplinary roles arising from industrial transformation and upgrading. Third, a lack of innovative practice and professional competence. Notably, students' creative works and artistic performance lack market awareness, a user-centric mindset, and the ability to implement projects. Additionally, they lack comprehensive professional competence such as teamwork,communication skills,and problem-solving abilities- all of which are essential for quickly adapting to the workplace environment.

3. Structural Deficiencies in Art Education Models in Universities

The employment challenges faced by art graduates in China today reflect the incompatibility between traditional art education models and the talent requirements of the AIGC era. Several key issues have been identified as undermining art students' competitiveness and employment quality: the asynchronous expansion of art education in universities and quality improvement, outdated curriculum systems, rigid traditional teaching methods, inadequate practical training, and superficial technology integration. In terms of curriculum system, the majority of universities still prioritize professional technique courses, with industry-practice courses accounting for a negligible proportion, and the content of the courses is updated slowly. These create a severe disconnect with the demand of the digital creative industry. Regarding teaching methods, teacher-centered, lecture-based instruction remains dominant, resulting in students' lack of initiative, inquiry spirit, and creativity. Those factors hinder the effective cultivation of independent thinking and innovative creation capabilities for students. In terms of practical training, the lack of in-depth university-industry collaboration has created a marked disconnect between practical teaching and the actual industry requirements, making it difficult to effectively support the development and enhancement of art students' employment competitiveness.

4. Superficial and Limited Utilization of AIGC in Higher Education Art Programs

Guided by policies promoting the in-depth integration of artificial intelligence with education, some universities have introduced content such as AI-generated art, AI-generated audio and video into art classrooms. However, the integration of AIGC into higher education art programs remains superficial and constrained by multiple limitations, failing to fully exert its core driving role in talent cultivation. First, AIGC application is superficial. Most universities only use AIGC for generating basic effects and as a source

of creative inspiration, neglecting its integration into the entire process of curriculum design, teaching, practice, and assessment. Second, there is a lack of systematic design. A hierarchical teaching system has not been established, and related courses are scattered with fragmented content, making it impossible to achieve gradual improvement in students' AIGC application skills. Third, faculty resources are inadequate. Art teachers generally lack a background in artificial intelligence technology, which hinders their ability to provide high-quality AIGC teaching and creative guidance. Fourth, supporting mechanisms are absent. Universities have not yet established supporting mechanisms such as the construction of teaching resources, university-enterprise collaboration, and evaluation reform. Consequently, the unsustainable and unstable empowerment of art education by AIGC makes it difficult to drive fundamental changes in art talent cultivation models.

V. Pathways for Optimizing Educational Models

This paper puts forward a series of proposals for the improvement of educational models, which are elaborated as follows:

1. Restructuring the AIGC-Integrated Curriculum System to Strengthen the Foundation for Employment Competitiveness

This paper argues for the restructuring of the AIGC-Integrated Curriculum System, aiming to consolidate the foundation for cultivating students' employment skills. As the core carrier of talent development, the curriculum system is the starting point for optimizing the art education model. To this end, it is necessary to break down traditional disciplinary barriers and establish a modern four-dimensional curriculum system integrating "art + AIGC technology + interdisciplinary integration + industry practice."

Firstly, it is imperative to introduce core AIGC technology courses, enabling students to systematically master the operation methods, underlying logic, and creative application approaches of AIGC tools, thereby enhancing their technical proficiency. Secondly, efforts should be made to strengthen interdisciplinary integration courses by promoting the convergence of art with disciplines such as artificial intelligence, communication studies, marketing, and cultural industry management. In addition, courses on interdisciplinary design and new media operations should be offered to improve students' comprehensive competencies. Thirdly, the content of traditional professional courses (e.g., painting and design) should be updated by integrating AIGC technology, so as to realize the organic combination of traditional skills and modern technology. Fourthly, industry practice courses should be expanded by incorporating real-world project cases and job-specific skill requirements, so as to enhance the alignment between coursework and employment needs and improve students' employment competitiveness.

2. Innovating Student-Centered Teaching Methods to Implement the Constructivist Educational Philosophy

Guided by the core principles of constructivist learning theory, a modern teaching methodology featuring autonomy, inquiry, collaboration, and innovation should be established. Firstly, implement project-based learning. Taking real-world projects as the carrier, students will explore actively and learn independently throughout the entire process of project planning, creation, optimization, and presentation, thereby enhancing their problem-solving abilities. Secondly, adopt problem-based teaching methods, focus on AIGC art creation, market demands, and industry pain points to guide students in independent thinking, team collaboration, and solution exploration. Thirdly, strengthen the human-machine collaborative teaching model. Encourage students to use AIGC tools for creative brainstorming, iterative design, and artwork optimization, and to exert the stimulating effect of technology on innovative thinking. Fourthly, promote blended learning. Integrate online resources with offline practice to expand learning time and space, and to enrich learning formats.

The above innovative teaching methods will make it possible to shift from "teacher-centered instruction" model to "student-centered learning" model, and will enhance the cultivation of innovative talents to meet the needs of the contemporary job market.

3. Deepening Industry-Education Integration and Practical Training Mechanisms to Enhance Art Students' Job Suitability

Practical training is a crucial link in improving the employment competitiveness of art students. Universities must strengthen university-enterprise collaboration and the industry-education integration, and build a practical training system that is closely integrated with the industry, aligned with job positions, and emphasizes hands-on experience. Firstly, build an AIGC art training platform, update intelligent teaching equipment, and construct training venues such as AI art creation laboratories to ensure that students have access to modern practical conditions. Secondly, deepen university-enterprise collaboration, introduce industry mentors and real-world tasks, and implement a collaborative education model of "bringing classrooms into enterprises and projects into classrooms." Thirdly, carry out on-the-job internships,

customized training, and order-based talent training to achieve precise connection between talent training and job requirements. Fourthly, encourage students to participate in academic competitions and cultural and creative contests to promote learning and practice, enhance their innovative practical abilities and professional literacy, and facilitate a smooth transition from campus to the workplace.

4. Improving the Employment-Oriented Evaluation System to Guarantee the Quality of Art Talent Cultivation

An evaluation system compatible with the new educational model should be established, and a diversified evaluation system dominated by employment orientation should be constructed. Firstly, it is essential to diversify evaluation content by incorporating AIGC application skills, interdisciplinary integration capabilities, innovative practical abilities, teamwork skills, project execution capabilities, and career adaptability into the evaluation framework. Secondly, a process-oriented evaluation method should be adopted, emphasizing the comprehensive tracking of students' learning processes, creative trajectories, project participation, and progress ranges, so as to change the traditional practice of defining results with a single exam and grades with one work. Thirdly, evaluation subjects should be diversified. Industry mentors and experts can improve the objectivity and professionalism of the evaluation process. Fourthly, it is necessary to align employ-oriented evaluation standards. Take the job competency requirement of the industry as the reference, evaluation results can directly reflect students' employment competitiveness, and force the improvement of the quality of education and teaching through evaluation reform.

Conclusion

The rapid development and widespread application of AIGC technology have exerted a profound impact on the global creative industry, the artistic creation methods, and talent demand structure. This not only presents unprecedented challenges to art education in universities, but also provides a historic opportunity for the reform and innovation of educational models. Promoting the comprehensive, in-depth, and systematic integration of AIGC technology into the entire process of art education is an inevitable way to addressing the employment challenges faced by art students, improving the quality of talent cultivation, and adapting to the needs of the changing times.

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