

The Problems and Countermeasures of “Art Education” in Secondary School

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Abstract: The progress of society has prompted the rapid development of education. Being one of it, the art education has received extensive attention. To date, the current art education has made certain progress in primary and secondary schools. However, based on the analysis of the current situation of “art education” in secondary schools, there are still many problems. Through the investigation on the current situation of art education in the middle school, this paper reveals the existing problems in art education and provides the corresponding countermeasures.

Keywords: *secondary school; art education; problems; countermeasures*

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0 Introduction

With the development of history and the reformation of education, art education has been paid more and more attention. The art education in our country is in a good development trend and has achieved good results. The status of art education is getting more and more prominent, especially under the development of diversified culture. However, the progress of art education is mainly manifested in the theory; there are still many problems exist when putting the art education into practice. For example, attention has not been paid to the ideological transmission of art education, the lack of number of teachers, etc. It is evident that these mentioned problems clearly affect the smooth development of art education activities in the middle school. Hence, there is a need to strengthen

the research on the existing problems of art educations in the middle school and provides the corresponding countermeasures.

1 Existing problems in “art education” at secondary school

1.1 Lack of attention in art education and the insufficient establishment of the art curriculum

Both China’s 9-year compulsory education and high school art curriculum have clear stipulation such that the art class must be opened at least once a week^[1]. Nevertheless, based on the actual investigation, the setup and regulation of art curriculum are not in agreement with the stipulation. However, the art courses have been frequently substituted by the other courses because the school pays less attention to the art curriculum. Table 1 shows the specific survey on whether the art course is occupied by the other courses. According to the above analysis, specifically on the investigation of the substitution of the school’s art course by the other courses, 40% of the teachers think that such a situation exists, 50% of the teachers think that this situation exists occasionally, and only 10% of the teachers think that such a situation does not exist. From the point of view of the students, 32% of the students stated that the situation where art curriculum was replaced by other courses exist, 55.5% of the students expressed such situation happened occasionally, and 12.5% said that such situation does not occur. From the survey, it can be seen that although the secondary school curriculum has set up the art courses, the situation where the art courses being occupied by other courses often occur. For this reason, the development of art curriculum is just merely a formality.

1.2 The insufficient development of extracurricular art education activities

“The work regulations of school art education” in our country has made clear guidance on the extracurricular arts education activities. For example, the school needs to organize art groups and associations for all students. All students must fulfill the requirement by participating in at least one art activities and establish a team of arts and culture troupe in the school^[2]. Nonetheless, from the survey of extracurricular art education activities, it shows that the development of extracurricular art activities is not optimistic.

Through the investigation and analysis of the extracurricular activities of art education in the secondary school, only one teacher had feedback that the extracurricular art activities are effectively executed and achieved some objective which accounts for 5% in total. On the other hand, 20% or four teachers have feedback about good execution with lesser effect while for average execution has 13 teachers, accounting for 65%. Nonetheless, two teachers or 10% of the group have not executed any of the art extracurricular activities. Therefore, the progression of art education in school extracurricular activities is not optimistic, and the impact of art education is ineffective, so it is necessary to improve the extracurricular activities.

1.3 Insufficient funds for art education in secondary schools

The implementation of the art education policy in secondary school art education is mainly reflected in the financial policy, and the fund is the key to the development of art education^[3]. Sufficient fund can promote the development of arts education activities, to better build professional teachers, enriched books

Table 1: Situation where art courses are occupied by other courses

Questionnaire	Whether the art course is occupied by other courses <i>n</i> (%)		
	Yes	Sometimes	No
Teacher	8 (40)	10 (50)	2 (10)
Student	64 (32)	111 (55.5)	25 (12.5)

Table 2: Investigation of the development of art education extracurricular teaching activities in school

Questionnaire	Progression of art education extracurricular activities (count %)			
	Both execution and effect are excellent	Good execution with little effect	General execution	Not executed
Teacher	1 (5)	4 (20)	13 (65)	2 (10)

resources, and conducive to student’s understanding of art education^[4]. At the same time, a complete and comprehensive teaching equipment is also an effective way to promote the improvement of art teaching quality, which is helpful to improve the student’s passion for learning.

Table 3 shows the investigation and analysis of the hardware facility in art education in school. It was found that three teachers or 15% of teacher respondents indicate that the number of hardware facility is ample, while eight teachers or 40% of teacher respondents commented sufficient facility. Besides, seven teachers or 35% of teacher respondents claim that the number of the facility was not enough, whereas two teachers or 10% of teacher respondents state that the hardware facility was seriously insufficient. On the other hand, 32 students or 16% of student respondents who considered the number of the facility were ample. Majority of student, that is, 84 students or 42% of students suggested that the number of the facility was enough. However, 65 students who accounted for 32.5% of student respondents feedback the deficiency of hardware facility, while 19 students or 9.5% of student respondents assumed serious shortage in terms of hardware facility. Apparently, there is still insufficient expenditure in providing an adequate number of hardware facility.

2 Countermeasures for the development of art education in secondary schools

There are still many existing problems in the current art teaching in secondary school. This has caused the ineffectiveness of art education execution and affects the quality of art education. Hence, it is necessarily important to find the relevant countermeasure to solve the problems.

2.1 Transform the education concept and understanding the important function of art education

In the development process of art education, it is necessary to start with the concept of transformation, which is the theoretical basis of practical guidance (Table 2). In fact, tertiary school enrollment rate is

Table 3: Conditions analysis on the hardware facility for the art teaching in the school

Questionnaire	Conditions of hardware facility for the art courses in the school <i>n</i> (%)			
	Ample	Enough	Insufficient	Severe deprivation
Teacher	3 (15)	8 (40)	7 (35)	2 (10)
Student	32 (16)	84 (42)	65 (32.5)	19 (9.5)

influenced by the examination-oriented education system, which causes the secondary school pays lesser attention to the art education. Thus, the transformation of education concept is needed to improve this situation also need to change from the theory and the concept by recognizing the important role of art education and the significance of art education to the national quality and personal value^[5]. It is imperative to start the process of concept transformation from the leader in combination with the development of society to reach a consensus. Once the leader realizes the important role of art education, he will be able to adopt the democratic art education policy, set up rational courses in art education, and implement it strictly in teaching as well as enhancing the quality of art education^[6]. Meanwhile, an assessment system emphasizes the principal's responsibility in art education can be established to transform the concept of art education among the school principal. Besides, the establishment of comprehensive supervision and management system can help to enhance the awareness of art education.

2.2 Rational modification of content and orientation for art education

Secondary education is also known as the basic education stage. This stage is important to cultivate student in better adaption in the future challenge but not to stereotype student based on their own characteristics^[7]. However, the current examination system overemphasizes in the selection function, whereas the encouragement to the students is neglected. Similarly, the existing system pays too much attention to the students' achievements, neglects the comprehensive cultivation and individualized development of the students, and these orientations have a great influence on the artistic education^[8]. By follow-up these issues in art education work, the authority needs to reset the orientation of art education, pay more attention to cultivating student's adaptability. Meanwhile, one must pay attention to the reform of the content of the test so that it can meet the standards of art education, in line with the modern education concept in talent cultivation.

2.3 Improving fund policy by diversifying the current resources

In view of the lack of investment in art education, it is necessary to formulate a scientific fund policy by adopting different resources, through the initiative from the government and society. This is to ensure the funds are effectively utilized^[9]. In general, there is a need to increase the overall investment and increase the government's investment in art education. There are two aspects to be considered in the setup of government education sharing mechanism: First, the reasonable sharing of government expenditure and second, different sharing proportions for different levels of government through the intergovernmental coordination in terms of fund allocations to ensure the consistency and adequacy of education fund^[10]. In addition, it is also possible to launch and foster private investment from society by establishing cooperative relationships with enterprises such as advertising companies in the process of artistic performances. After the funding problem is solved, the mismanagement of fund must be prevented by paying more attention to the improvement of the supervision mechanism. Probably, the school can set up an art education fund to support the expansion of educational activities, fund realization for a special purpose or setting decent hardware, and facility for art education.

2.4 The development from the single teaching style into multistyle teaching mode

The development of art education activities in secondary school cannot solely depend on classroom education because the time of classroom teaching is limited. Furthermore, it might have delayed the development of art education activities if it is not combined with social and family education. Therefore, it is necessary to develop from a single educational model to a complex teaching model. Besides, it is needed to combine three aspects of school, society, and family in art education. Some examples of social art education are including the children's palace, the art museum, as well as art training class and artistic education. On the other hand, family

education mainly refers to the form of art which carried out by the family, in which the parent serves as the main subject in the art education. It is conducive to guarantee the modernization of educational thought through the development of single-mode art education into complex art education. This helps to lay a strong foundation in the development of art education.

2.5 Strengthen publicity and improve development goals

First, special attention should pay to the art teaching activities and publicity by relevant organizations in secondary school. By doing so, a good atmosphere for arts education in the campus can be created. Indeed, business support can be obtained by reporting work progression and submitting applications to the education bureau and related departments. It is essential to strengthen the publicity to the community and parents, to obtain their support and understanding and also creating a decent atmosphere for art education. Second, schools need to increase training in arts education and improve school management. This can be done by utilizing the existing resources, such as the formation of bands, painting groups, and other art troupes, and, at the same time, making use of external art resources, such as hiring well-known art researchers or artists to regularly visit the school to deliver art lectures. They can guide students in terms of art education and help the student to explore their own artistic vision as well as enriching and improving the teaching staff. Finally, the “Five’s one” is introduced among the student as a goal in the development of art education. In general, each student shall obtain an artistic skill in each semester by writing an appreciation about an artistic work, learn about an artist’s life, works and art contributions, visit an art exhibition, and perform a talent show. In fact, persistence is required to facilitate student’s learning direction in art education by implementing the “Five’s one.” This will need to include an evaluation from different parties such as teachers, students, and parent’s students’ mutual evaluation. In the process of evaluation, it is also necessary to guarantee the quantitative and qualitative double evaluation methods

to promote the development of art education in secondary schools.

3 Conclusion

The teaching mode of art education itself is very artistic. Hence, it is important to pay respect to such artistic features during the course of teaching to achieve a better result in art education. There is a need to choose the content, method, and mean of teaching wisely during the process of performing art education. When various forms of art are well integrated together, it can promote an effective integration of the teaching content and environment as well as the atmosphere. It is also of vital importance to pay attention to the enrichment of teaching content and the development of students’ artistic esthetic standard. Besides, it is also important to enhance the students’ ability and interest in art educations and improve their artistic literacy to fully unleash the benefit of art education.

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