

A Management Analysis of Art Education Situation for Middle School Students in China

Mingjun Wang¹

¹ Lyceum of the Philippines University Batangas, Batangas, Philippines

Correspondence: Mingjun Wang, Lyceum of the Philippines University Batangas, Batangas, Philippines.

Received: April 4, 2022

Accepted: May 26, 2022

Online Published: June 19, 2022

doi:10.5539/jel.v11n4p138

URL: <https://doi.org/10.5539/jel.v11n4p138>

Abstract

This article analyzes the current domestic middle school art education and education management. Today, with great efforts to improve the quality of education, our domestic art education has been included in the education sequence of the compulsory education system. However, there are still some shortcomings in middle school art education. Combining with the current conditions of my country's middle school art education, through investigation and analysis, it points out the key issues in the quality of middle school art education. The universality of middle school art education, and finally implements reasonable improvements.

Keywords: art education, education management, universality, importance

1. Introduction

In the modern education sequence, middle school education is an important part of the compulsory education stage. In the art education of middle school students, we often not only combine a series of functional training, so that students understand and master the modeling ability and technical performance, but also It is to cultivate and improve students' aesthetic ability and their own artistic accomplishment. Art is a way of expressing culture and art, closely related to human development and social progress. Art education on campus is a technical method to cultivate aesthetic standards, promotes the development of people's sense of art, and plays a pivotal role. It can be regarded as quality education, and the current quality education has long been named as one of the key cultivation concepts by campus education. The further implementation of high-level quality education has become the starting point for a leap in China's education system. As there are some problems in art education in middle schools in our country, it needs to be improved to realize the ideal art education.

2. From the Perspective of Education, Teaching and Management, Correctly Understand the Position of Middle School Art Education

The so-called art education is that educators use artistic methods to practically cultivate the well-educated people, and summarize the overall cognitive behavior and creative thinking ability of art. Today's middle school campuses continue to carry out quality education in an all-round way. Middle school art education has received more special attention under the coverage of the entire education level. More campuses have popularized art education classrooms, and more innovatively launched various types of art activity courses. Domestic provinces and cities vigorously promote and encourage art education, such as holding creative competitions such as calligraphy, art painting, blackboard newspaper, and paper prints. Large-scale competitions have been held over the years, which has promoted the development of middle school art education and the improvement of education level. At present the art education system in middle schools is gradually being updated and improved. Art education in our country started relatively late, because it is an important breakthrough in quality education. It is especially important that middle school art education is steadily improved in the national economy and technology is developed. Quality education has long become the core content of campus culture development. Correct implementation and implementation have become the focus of our attention. The ultimate goal of art education should be correctly positioned.

1) Individual schools are not clear about their subjective attitudes towards art education.

Because of the emergence such as entering schools, art education has never been given enough attention by schools, society, parents and students. Under the current quality education system, campus education should

encourage and promote test-oriented education. Then art classes that are not related to examinations are ignored, and some middle school art education systems only focus on cultivating some art students with specialties. The purpose is to enter a higher school. The nominal understanding is art education, and the essence is examination training. It still follows the old routines. Carry out art education. The art education of some middle school students in some campuses is just a fake, forming a foil and decoration with the so-called main subject courses. There is no national education policy for the comprehensive development of morality, intelligence, physical education, beauty, and labor. Even some schools do not offer art classes. With the phenomenon of merging with other courses, art education has no status and is not valued, so it will not realize its due value.

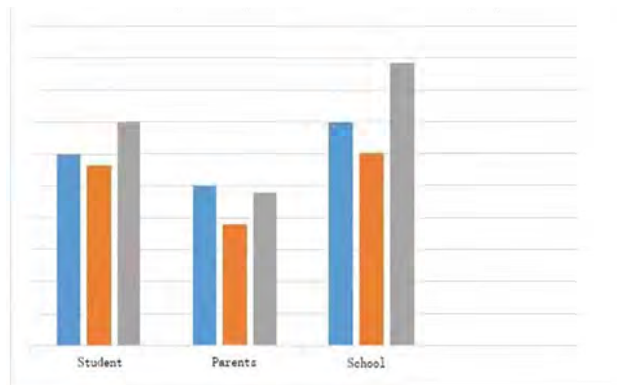


Figure 1. Subjective emphasis (actions, thinking, slogans)

2) The lack of corresponding professional art teachers and basic teaching materials.

Even if some schools offer art courses, they do not use professional art teachers, but are replaced by teachers from other majors. In case of make-up classes or exams, they usually suspend art classes and lose the perfect campus art education system. It is precisely because of the emergence of economic conditions and employment orientation that such examples are particularly prominent in rural middle school campuses. The number of professional teachers in rural art education is very small, which cannot meet the standard teaching requirements of rural middle school art education. Another part of middle school teachers set up art classrooms with professional art teachers, but they are not taken seriously at all. Teaching facilities and basic teaching materials are seriously lacking, which affects the quality of art classrooms. so it will not realize its due value.

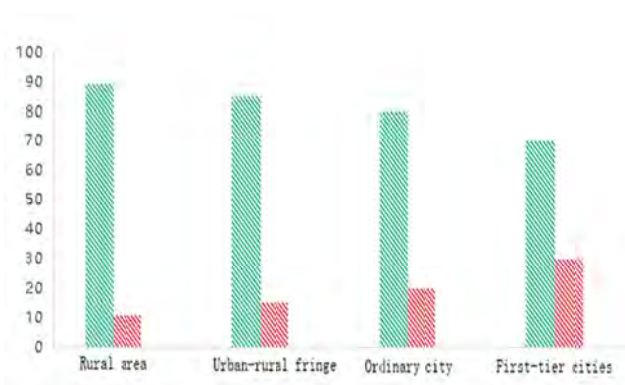


Figure 2. Comparison of culture and art teachers

3. Correctly Understand the Important Characteristics of Art Education

As one of the basic cultural courses in ordinary middle schools, the art class is the basis for cultivating students' art and aesthetic education. It occupies a certain position in ordinary middle school teaching, and its own unique aesthetic education is the biggest feature. In the "Syllabus of Middle School Art Teaching", it is emphasized that

the art education course in junior high school is a compulsory art education course for students in the learning stage of junior high school. The fundamental way to carry out aesthetic education to students is of great significance for students to cultivate their sentiments, lead talents, and promote all-round development. The content of the syllabus also emphasizes the use of reasonable art teaching to teach students the basic basic art knowledge and basic skills, so as to improve students' aesthetic ability, enhance patriotism, cultivate high-quality ideology and morality, and enhance students' observation and imagination. And creative thinking.

1) Improve teaching quality management

Art education is the practice of educators in professional art training to cultivate the overall understanding of the art system and creative thinking ability through professional art methods. It is necessary to consider the updated educational philosophy of art teaching in middle schools, explore new-type art teaching ideas, and truly lead students to improve their quality of education. This is an important issue that cannot be ignored in current quality education. With the rapid development of education in recent years, campus quality has been deeply cultivated. Therefore, aesthetic education is more deeply accepted by people. Art education is distinguished from education in other disciplines, and has a desire for expression in form and content, with strong comprehensiveness, richness and connotation. Combine visual art with creative ideas, space art decoration, etc., improve the content of art education, and stimulate students' interest in learning.

2) Improve thinking ability

Image thinking and logical thinking are collectively referred to as the form of thinking that humans understand things. Their thinking is closely linked, and thinking in images is the fundamental foundation, and its emergence leads to the later logical thinking. Therefore, in order to improve people's thinking ability, especially for the majority of young people, emphasis is placed on the education of thinking in images. Generally speaking, the level of moral cultivation, knowledge level and ability of a person is directly proportional to the way of thinking, but this is not the case. There is also a correct level of mental organization that can transform morality and morality into a kind of wisdom. Such instances are not uncommon in daily life. Such people have good moral character and read thousands of books. However, when it comes to shortcomings in practical applications, or even becoming a nerd, this phenomenon is a manifestation of lack of aesthetic education, low image ability, and lack of creative imagination.

Table 1. Creative thinking process for art courses

Content	hand painting	handicraft	clay modeling	handwriting	painting
Preliminary thinking	Discussion of options	material preparation	material preparation	sketch idea	draft
Scheme	develop draft	discuss develop sketch	discuss develop sketch	draw line sketch	start shape
Implementation	draw coloring	start making	start making	fill color draft	color block relationship
refine	modify effect	effect processing	effect processing	modify refine	artistic effect processing

4. Focus on the Cultivation of Students' Innovative Leadership Ability in Art Education

What is "innovative leadership"? Innovative leadership refers to the ability to think and act beyond the boundaries of its own effectiveness. The training of this new type of ability has already been valued by many educators. This article explores the concepts of innovation and leadership in the field of art. The relationship between innovative leadership and art education is discussed preliminarily, which provides some theoretical basis for the cultivation of innovative leadership ability of students in art education.

Under the influence of the school and society's hopes and needs for the achievements of art education. The definition of innovative leadership is to become the survival need of art education. The main research question of the article is: What is the innovative leadership in art education? The attached research question is how to improve innovative leadership through artistic teaching methods? How is innovative leadership achieved in the art classroom? Defining innovation innovation is an act of innovation.



Figure 3. Leadership and art education

The definition is based on the concept of innovation in art education. It is to observe, understand, and do something in a new or unique way. It may be a new idea in people's mind, an idea that exists or has existed in society. What is innovation? If such a response is innovation, it can be introduced into the entire system of society, and it is a new way of doing things. Innovation is conceiving, developing, or discovering new ways of connecting something. Innovation is the relationship between the individual and society, because it involves this connection not only between form but also between meaning, especially between artists, art and society. Innovation is not purely in one's thoughts, but a qualitative change that occurs under the interaction between one's thoughts and social culture. It is essentially a social activity. Discuss the cultivation of creative thinking ability. Innovation involves new possibilities and discovers the connections between different ideas. Innovation ability is when innovative ideas or viewpoints that can obtain new benefits are used to solve difficult problems in reality.

Leadership has many shapes and forms in our society. In fact, it is a word that is very much used in discussions between individuals and labor. Understanding leadership is a process that consists of a set of cognitive and emotional phrases, which includes explanation, metaphors, beliefs, values, relationships, norms, habits, problem solving, understanding, goals, mental models, paradigms, visions, strategies, The goal is to develop, innovate, nurture and maintain, respond and expect meaning. From the perspective of a group of people or a group for the same goal, the significance of leadership lies in the construction of collective experience. Leadership is the integration of tasks and people at the same time. Leadership is the result of innovative and meaningful (goal-oriented) interactions. At the core of the concept is interactive creation. Leadership is creating and connecting work, these two goals and results. It is a necessary interaction and an innovative interaction. This is also a relational concept. Through interaction, it leads to decision-making, problem-solving, planning and control, setting goals and results, motivation, and cooperation. Leadership requires a combination of collective experience and individual efforts to achieve the goals of co-creation. Artists understand the meaning of art to human existence through beautiful things. When the author expresses himself through art, innovates tangible things, thinks, reflects, and strives to understand his body and mind.

There are two kinds of human-motivated art in the world, individual and social or individual and collective. The definition of art is to innovate the aesthetic characteristics of the aesthetic object or the behavior to be engaged in. Let art become a meaningful thing and give meaning to self-existence. In this sense, the visual language, artistic skills and conceptual tools and strategies used by art workers. Artists' thoughts and emotions use these connections to construct aesthetic forms to express their meanings, behaviors, kinesthetics and consciousness. The meaning of artistic decision-making is defined as the emotional meaning of cognition of people and things. Meaning is basic to human beings. In the sense of life experience that people need, we share a cross-cultural thing. Artists put the meaning in some big frameworks through innovation, so that the art work can understand the world in a way that makes people See the way that leads a person to exist in his or her world. Meaning is an essential leadership process, because meaning is constructed and reconstructed, and maintained and changed, cultivated and developed.

The changes in the results of good art education have caused students to improve people's feelings and understanding of beauty, and cultivate their artistic expression and creativity. In the change, students believe that their behavior has changed, especially changes in thinking and innovative actions. An art worker has the responsibility to promote art and final leadership art education in the classroom to social responsibility teaching. This enables art educators to study leadership and art education to carry out a combined exploration.

To improve the leadership ability of art education work should be placed on improving the leadership of teachers. Teachers' leadership is a kind of influence of position rights. Teachers are not only the imparter of knowledge, but also the guide of students' learning and the demonstrator of learning character. They have a direct impact on students. The key to the success of art education is teachers. Therefore, teachers should be strengthened to educate and cultivate their leadership.



Figure 4. Leadership understanding flow chart

Artists consider leadership and art education to guide students' lives and careers in many places, which helps to develop design research in this area. The scope of this project involves theory, research, methods, and practice results in leadership art education. On the basis of leadership art education through theory, practice art education and the experience of art educators. Cohesion requires analysis and participation in art education teacher leadership literature research. Aims to highlight innovative leadership in art education. Through personal reflection, job definitions and examples will develop leadership innovation.

Innovative leadership ability is the only fitting introduction that includes the professional background of art teachers, and tells theories and design ideas. Art education starts from the development of innovative leadership characteristics, and therefore uses these benefits characteristics to adopt a proactive approach to change, promote active participation in art education and daily teaching, and a good art education in the future. Leadership education in art creation is a positive change caused by a person's leadership strategy implementation in art education.

Finally, the issue of art education has become a major concern of the society. What is the goal of art education training? It is to shape a person with innovative ability and build a leadership chain. This chain communicates with each other, the innovative leadership of teachers, the innovative leadership of students, and the collective power of the whole society. To train a student into a person who will be useful to society in the future and contribute to the development of China, this is the essence of art education.

5. Correctly Understand the Extensiveness of Art Education

The art class in middle schools is an important part of aesthetic education and a compulsory course in ordinary middle schools in our country. It is a prerequisite for middle school students to conduct aesthetic education. The teaching of ordinary middle schools bears the irreplaceable role of aesthetic education. Through the study of art courses, middle school students can improve their own understanding of beauty, the ability to appreciate beauty, the skills of creating artistic beauty, and improve their correct ideology and morals, so as to promote the improvement of students' intelligence. The broad masses of middle school students strengthen their participation in the training of art skills, which has far-reaching significance for participating in the country's future socialist construction and development. We clearly understand that art education is not for a certain group of people, but for aesthetic education that everyone can accept. Therefore, it has strong universality and extensiveness. The school should have the two most basic points. The first is that art classes in middle schools must be opened, and publicity efforts must be strongly encouraged, and human resources and material resources must be invested. On the other hand, it should be widely opened on campus to avoid a series of reasons caused by the replacement of previous courses and the problems of entering higher education. These objective factors will have a negative impact on art education.

To sum up, on the whole, art education still occupies a very important position in contemporary middle school education. Although there has been a slight improvement in the current quality education, there are still some objective problems that deserve our consideration and improvement. Ultimately, the purpose of art education is not simply to cultivate students' technical and aesthetic abilities, but to create students' spiritual beauty.

References

- Ch, G. (2005). Art Basic education and the use of external teaching resources. *Art Exploration*, 4, 77.
- W, Q. L. (2002). *Interpretation of Art Curriculum Standards of Art Curriculum Standards Compilation Group*

(Experimental, pp. 174–178). Beijing: Beijing Normal University Press.

Y, C. S. (2004). *Interpretation of the standard (experimental) art curriculum of ordinary high school*. Nanjing: Jiangsu Education Publishing House.

Zh, Q. D. (2001). Several factors to ensure the reform and development of art education. *Technical Supervision*, 6, 62–68.

Zh, J. Z. (2003). *Campus Culture* (pp. 69–72). Shanghai. East China Normal University Press.

Copyrights

Copyright for this article is retained by the author, with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).